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## The Relationship Between Self Actualization and Selected Learning Experiences of Elementary Education Majors Enrolled in the University of North Dakota's Center for Teaching and Learning

John A. Eiden

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THE RELATIONSHIP BETWEEN SELF ACTUALIZATION AND SELECTED  
LEARNING EXPERIENCES OF ELEMENTARY EDUCATION MAJORS  
ENROLLED IN THE UNIVERSITY OF NORTH DAKOTA'S CENTER  
FOR TEACHING AND LEARNING

by

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Bachelor of Science, Mankato State College, 1964  
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A Dissertation

Submitted to the Graduate Faculty

of the

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in partial fulfillment of the requirements

for the degree of

Doctor of Education

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This dissertation submitted by John A. Eiden in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

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THE RELATIONSHIP BETWEEN SELF ACTUALIZATION AND SELECTED  
LEARNING EXPERIENCES OF ELEMENTARY EDUCATION MAJORS ENROLLED IN  
Title THE UNIVERSITY OF NORTH DAKOTA'S CENTER FOR TEACHING AND LEARNING

Department Center for Teaching and Learning

Degree Doctor of Education

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John A. Eider

Date

August, 1973

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## ABSTRACT

### The Problem

The purpose of this investigation was an analysis of the relationship between self actualization and selected aspects of the undergraduate elementary education program of senior students in the Center for Teaching and Learning.

### The Procedure

The subjects (N=85) for this investigation were randomly selected from the total group of fulltime undergraduate Center for Teaching and Learning elementary education seniors officially registered as of August 28, 1972. The study was conducted during the fall and spring semesters 1972-73, and had a duration of six and one-half months. Other than pre-assessment and post-assessment, no special program of activity was required of the individuals with the research sample.

The instruments used in this study were: the Personal Orientation Inventory (POI), a published measure of self actualization, and two student questionnaires designed by the researcher to collect pertinent information relative to student background and student learning activities within the Center for Teaching and Learning. The POI was pre- and post-administered and the Fall Questionnaire was administered in conjunction with the pre-administration of the POI. The Spring Questionnaire was administered in conjunction with the post-administered POI.



The combined raw scores of the two major scales of the POI (Tc + I) were used to represent the self actualization index of subjects throughout the present study.

The analysis of the data involved the use of Pearsonian intercorrelation techniques. The t test for the related group situation was also employed to seek information relative to change in the subjects' self actualization as measured by the POI. Two-tailed tests for significance were used because the hypotheses were presented in null form and exploratory in nature.

### Conclusions

This study has provided evidence which tends to support the following conclusions. These conclusions are subject to the limitations of the study.

1. Randomly selected senior students registered as elementary education majors in the Center for Teaching and Learning showed positive growth in self actualization as measured by the POI during the six and one-half month research period.

2. Among senior elementary education majors in the Center for Teaching and Learning, the formal education level of their parents had a strong positive relationship to the subjects' level of self actualization as demonstrated by the correlation of the Fall Questionnaire data and the POI. Further, teaching experience prior to enrollment in the Center had a negative relationship to the self actualization level of these subjects.

3. There was no relationship between the self actualization of elementary education majors and the types of learning activities these

subjects selected within the Center for Teaching and Learning as demonstrated by the low correlation between scores of the pre-administered POI and the learning activity data reported on the Spring Questionnaire. Also, self actualized subjects perceived the Center as advocating an open approach to education and agreed with the advocated approach. Further, self actualized subjects aspired to teach in more open environments than the conventional classroom after graduation. These aspirations did not change during the research period.

4. The most important factor related to positive change in self actualization of senior elementary education majors was self-directed involvement in Center for Teaching and Learning activities. Also, those subjects who participated in a wide variety of learning experiences which brought them in contact with children, who had fewer contact hours with children, and whose learning programs were highly self-directed in nature were also highly satisfied with their involvement in the Center for Teaching and Learning.

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The purpose of this investigation was an analysis of the relationship between self actualization and selected aspects of the undergraduate elementary education program of senior students in the Center for Teaching and Learning (CTL).

#### Significance of the Study

Over the years educators involved with the preparation of teachers have made conscious efforts to instigate positive change in elementary classrooms. They have researched, discussed and promoted alteration of class size, length of instructional periods, teaching-learning methodology and techniques, etc. They have sometimes strongly supported curriculum change and subject matter reform. Yet, in spite of this effort, teacher preparation programs are often criticized because they continue to certify some students who become ineffective teachers upon entering the profession (Buchanan, 1971; Koff, 1972; Silberman, 1970).

It seems possible that attempts at improving elementary classroom teacher effectiveness have been misdirected. M. Marcia Buchanan (1971) supported this contention when she wrote that "Ultimately, our attempts to change are merely a manipulation

of the externals, institutionally and socially accepted placebos, which seldom treat the illness and never seem to effect a cure."

Research seems to support Buchanan's statement that emphasis upon the external aspects of education has had little impact on the development of good or effective teaching. Ellena, Stevenson and Webb (1961) were commissioned by the American Association of School Administrators to review all available research dealing with the competencies of good teachers. This review led to results which were of little use. The commission concluded that there is no trait or method which specifically separates "good" and "poor" teachers.

Blume (1971) goes even further to support the view that there are no specific competencies or methods exclusive to effective teachers when he states: "There is no single method of teaching which can be demonstrated to be superior for all teachers. Nor will knowledge about good teaching insure superior performance" (Blume, 1971, p. 411).

Fattu (1964) summarizes that good teaching is not directly related to general teaching traits or methodology when he reports:

It is commonplace but not very flattering to this commentator, to deplore the fact that more than half a century of research effort has not yielded meaningful, measurable criteria around which the majority of the nation's educators can rally.

One might conclude that there is no way to identify effective teachers from those less effective, yet all educators and students must admit that they have encountered teachers of both categories. If external qualities such as teaching methodology and general teaching technique and knowledge fail to give us a key to what makes an effective teacher, educators and researchers must then move in a different direction to find answers to such an important question.



Robert Koff (1972) of the Stanford Center for Research and Development in Teaching recently conducted an extensive review of educational research and practices. He found that one of the most serious deficiencies in teacher training was the absence of a theory of teacher personality. Koff further related his conclusion to research conducted by Wright and Tuska which showed that the self-image and expectations of teachers radically change in the first months of training (Koff, 1972). Yet, with this knowledge at hand, teacher training programs have generally not emphasized ways of helping future teachers work through their personal concerns. Teacher trainers need to consider the effect of their programs upon the trainees' personality and the impact of personality upon teacher effectiveness.

Koff's conclusion that there is an absence of teacher personality theory in teacher training programs relates closely to research being conducted at the University of Florida by Combs et al. (1969). This research effort is attempting to establish and support a personality theory which has been emerging from the Humanistic or Third Force movement in Psychology.

During the past few years, Combs and associates have conducted research into the nature of the "helping relationship." These studies were conducted with counselors, teachers, Episcopal priests, nurses and college teachers. No significant difference between effective and ineffective helpers could be found in relation to knowledge about characteristics which constitute a good helping relationship. It seemed that all helpers, effective and ineffective, knew the ingredients necessary to establish a productive, helping relationship. However, knowing obviously does not guarantee doing. Not all helpers are

capable of practicing effectively. Combs' (1965, 1968) research indicates that the difference between effective and ineffective helpers can be identified in their perceptual organization. Effective helpers:

1. Have internal rather than external frames of reference,
2. were more concerned with people than things,
3. were concerned with perceptual meanings rather than facts, eg., more concerned with persons and reactions rather than material presented,
4. see others as capable, friendly, well-intentioned,
5. are not hampered by insecurities, doubts and fears (Combs, Avila and Purkey, 1971, pp. 12-16).

The perceptual characteristics which the Florida studies relate exclusively to effective helpers run closely akin to those characteristics Rogers (1961) and Maslow (1968) and other modern Humanistic Psychologists attribute to the "fully functioning" or "self actualized" person. Educational and psychological theorists are beginning to formulate answers to the question of what characterizes effective people capable of teaching at their full potential. It is the position of this researcher that these same qualities characterize effective teachers. Hamachek (1969) recognized a parallel between people functioning as effective teachers and people found to be effective in other fields when he stated:

I dare say that self-perceptions of good teachers are not unlike the self-perceptions of any basically healthy person, whether he be a good bricklayer, a good manager, a good doctor, a good lawyer, a good experimental psychologist, or you name it. Clinical evidence has told us time and again that any person is more apt to be happier, more productive, and more effective when he is able to see himself as fundamentally and basically "enough" (Hamachek, 1969, p. 343).

If the research in teacher personality indicates a relationship between teacher effectiveness and personality characteristics of "basically healthy persons" then this should become more of a concern to the



education profession. (This relationship will be expanded upon in Chapter II.)

If teacher trainers are to educate more effective teachers for the profession, programs must be developed which are built upon a sound theory of teacher personality. History shows us that traditional courses alone will not guarantee effective teaching practitioners. "We must become concerned with the obvious, the personality of the teacher" (Dinkmeyer, 1971a).

While discussing the need to place greater emphasis upon the personality of teacher trainees, Dinkmeyer further proposes:

. . . the number one priority of teacher education is concern for the emerging self of the student preparing for teaching. Experiences must be developed which enable students to encounter themselves, their feelings, attitudes, and perceptions. The opportunity to see the relationship between theory, methodology, and self should permit integration of the person. In some instances it will help the student to realize he is not capable of teaching effectively because of limitations as a person (Dinkmeyer, 1971a, p, 618).

If education is to meet the challenge of our times, we must have teachers capable of effective classroom teaching behavior. It appears significant, then, that an attempt be made to find those types of learning experiences which lend themselves to the enhancement of effective teacher personality.

#### Scope of the Study

This study was designed to seek answers to the following research questions:

1. Is there a significant overall gain in self actualization of Center for Teaching and Learning seniors majoring in elementary education as measured by the POI during the

six and one-half month interval between the pre- and post-administration of the instrument?

2. Does previous background affect self actualization of elementary education majors entering their senior year in the Center for Teaching and Learning (CTL) as measured by the pre-administered student questionnaire and POI?
3. Does self actualization of elementary education majors affect the choice of learning activities offered by the Center for Teaching and Learning (CTL) as measured by the post-administered student questionnaire and pre-administered POI?
4. Does involvement in certain learning activities offered by the Center for Teaching and Learning (CTL) program affect change in self actualization of elementary education majors during their senior year as measured by the pre- and post-administrations of the POI and post-administered student questionnaire?

#### Limitations and Delimitations

The 85 students who participated in this study were registered as Center for Teaching and Learning seniors majoring in elementary education. Conclusions from this study will not necessarily apply to students with dissimilar occupational goals or a different educational background.

All December graduates were eliminated from the research sample.



This study was limited by the time duration of six and one-half months between pre-test and post-test dates. It seems logical to assume that personality is continually in a process of growth and/or change. Therefore, the relatively limited amount of time between pre- and post-tests is a limitation which should be remembered when interpreting the conclusions of this study.

The study was limited by procedural changes between the pre-test and post-test. During the pre-test students were all on campus so the instruments were administered in large and small group sessions under the direction of the researcher. It became impossible to handle data collection in the same manner for the post-test portion of this study. Subjects involved in student teaching and field experience activities were scattered over a vast geographic region (i.e., England, South Dakota, Minnesota, Massachusetts). As a result, post-test procedures had to be altered from those procedures used for pre-testing. Post-testing was handled in a more individualized manner, distributed through the mail when necessary or hand delivered to those subjects located within reasonable distance. The manual for the Personal Orientation Inventory (POI) states:

. . . the Inventory is for the most part self-administering, it may be completed in group sessions, individually while the counselee is waiting for an interview, or even on a take home basis with certain samples (Shostrom, 1972, p. 7).

In spite of the fact that the POI is considered "self-administering" by its author, it seems reasonable to consider the difference between pre- and post-test data collection procedures as a limitation when interpreting the results of this study.

### Definition of Terms

The terms which follow are used throughout this report:

Third Force Psychology.--A school of psychological thought which has been evolving over the past three decades. Depending upon the specific orientation within this emerging school of thought, proponents call themselves by such names as self theorists, gestaltists, personalists, phenomenologists, transactionalists, existentialists, and perceptual psychologists. All proponents consider themselves part of the Humanistic movement and a third force in psychology separate and distinct from the other two major forces of psychological thought: Associationism and Classical Psychoanalysis. Proponents of Third Force Psychology regard human beings as unique individuals in the process of becoming.

#### Perception.--

This term denotes sensory experience which has gained meaning or significance. When, as the result of learning experiences, one understands the relationships of objects which were previously merely raw, undifferentiated sensory experiences, he is said to perceive these objects. The non-sensory learning experience which is essential to transforming meaningless sensory experiences into perceptions involves the development of concepts or ideas about the sensory experiences (Gould and Kolb, 1967, p. 491).

Helping Relationship.--A helping relationship is a relationship in which one of the participants intends that there should come about, in one or both parties, more appreciation, expression and functional use of the latent inner resources of the individual (Rogers, 1961).

Self.--The self is a complex and dynamic system of beliefs which an individual holds true about himself. Each belief has a corresponding value (Purkey, 1970).



Self as Instrument.--This is a concept which grew out of the humanistic movement within the helping professions. The term is used to describe creative, thinking human beings who are able to use themselves as effective instruments while helping others solve complex problems.

Self Actualizing Person.--This term was coined by Maslow (1954) to help describe man's quest for achieving his full potential. Self actualization is synonymous with such terms as fully functioning, adequate personality, self realization, healthy personality, etc.; terms which have been coined by other Third Force psychologists to describe quite similar personality characteristics. Shostrom (1972) offers us a definition of self actualization which is concise:

. . . a person who is more fully functioning and lives a more enriched life than does the average person. Such an individual is seen as developing and utilizing all of his unique capabilities, or potentialities, free of the inhibitions and emotional turmoil of those less self actualized (Shostrom, 1972, p. 5).

Personal Orientation Inventory (POI).--The POI is a paper and pencil instrument developed by Everett Shostrom in 1962 to measure self actualization. Abraham Maslow and Frederick Perls assisted Shostrom in the development of this instrument.

Center for Teaching and Learning (CTL).--The CTL is the University of North Dakota's teacher training program (see Appendix C for a detailed description).

### Summary

The purpose of this investigation was an analysis of the relationship between self actualization and selected aspects of the

undergraduate elementary education program of senior students in the Center for Teaching and Learning (CTL).

This chapter discussed the significance of the study and presented the necessity of having a sound theory of teacher personality upon which to build a teacher training program capable of producing effective teachers. It was stated that it is important to find those types of learning experiences which lend themselves to the enhancement of effective teacher personality.

Also presented in this chapter were the scope of the study, the limitations and delimitations, as well as definitions for some of the terms used extensively throughout this report.

## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this investigation was to analyze the relationship between self actualization and selected aspects of the undergraduate elementary education program of senior students in the Center for Teaching and Learning (CTL).

This chapter is a review of the available literature, both the theory and supportive research, found to be relevant to this study.

The organization of this chapter is as follows:

- I. Theoretical Base for the Study
  - A. Major School of Psychology which Influence Education
    - 1. First Force: Associationism
    - 2. Second Force: Classical Psychoanalysis
    - 3. Third Force Psychology
  - B. The Third Force Model of Self Actualized Man
- II. Characteristics of Effective Teachers
  - A. The Helping Relationship
  - B. Teaching as a Helping Relationship
- III. Learning Programs and Their Affect Upon Self-Actualization of Students
  - A. Theoretical Principles of Selected Learning Programs
  - B. Research on Student Participation in Their Individual Learning Program
  - C. Implications for Elementary Teacher Education



### Theoretical Base for the Study

#### Major Schools of Psychology Which Influence Education

Like all facets of our society, education is strongly influenced by theories and research from the field of psychology. Bruce (1968) in his historical sketch of the major forces (schools) of psychological thought, Associationism and Classical Psychoanalysis, implies that both schools have contributed to an educational situation that is in many ways unhealthy for individuals involved.

First Force: Associationism. Associationism originated in the nineteenth century from the philosophical thought of Herbart and was developed in our country under the leadership of E. L. Thorndike. Today Associationism, through the leadership of B. F. Skinner, is best represented by the stimulus-response (S-R) formula. The advocates of the Associative school of thought generally believe "that people's behavior is a result of the outside forces exerted upon them" (Bruce, 1968, p. 571) and attempt to solve the world's problems through the manipulation of these external forces. This seemingly logical approach to the solution of human problems becomes a bit illogical when one realizes that Associative research is conducted through heavy use of animal subjects--rats and pigeons. Man, however, is a far more complex creature than rats and pigeons. Therefore it is probable that human behavior cannot be dealt with as simplistically as can the behavior of lower order animals.

Associationism continues to have a major impact upon our educational system. This impact is reflected in the prevalent use of repetition, workbooks, testing (IQ and Achievement), reward and penalty



systems and more recently the popularization of programmed learning, à la B. F. Skinner. We educators must look closely at the influence Associative Psychology is exerting upon our profession and decide whether or not these influences are detrimental to healthy growth within the learning process.

Second Force: Classical Psychoanalysis (Freudian Theory).

Classical Psychoanalysis originated through medical practice as an attempt to find a solution to neuroses (Bruce, 1968). Freud, under the influence of French schooling--especially the teaching of Charcot--became and remains the leading influence in this school of thought. Granted, few theorists accept Freudian theory exactly as postulated, but the tenor remains. Bruce (1968) cites Freud's statement concerning instinctual drives as having tremendous ethical implications for society:

. . . men are not gentle, friendly creatures wishing for love, who simply defend themselves if they are attacked, but . . . a powerful measure of desire for aggression has to be reckoned as part of their instinctual endowment. The result is that their neighbor is to them not only a possible helper or sexual object, but also a temptation to them to gratify their aggressiveness, . . . to seize his possessions, to humiliate him, to cause him pain, to torture and to kill him; . . . who has the courage to dispute it in the face of all the evidence in his own life and in history? (Freud, cited in Bruce, 1968, p. 575).

The adherence to Freud's notion that man--as well as children--are inherently animalistic, aggressive, and primitive has led to a preoccupation with control and discipline. This influence has contributed to what Bugental (1969) terms the "wild creature" image of the child.

Traces of this influence can be found in schools in terms of a preoccupation with discipline and control, an unwillingness to give students responsibility and decision-making status, and general distrust.

Classical Psychoanalysis, agrees with Associationism, in believing that man is the resultant product of forces beyond his control. This basic premise found in both schools seems at odds with democratic thought as well as educational philosophy. The basic premise of any democracy is that man is capable of making rational decisions and being responsible for his decisions and actions.

Combs (1972a) elaborates on a highly important point to be considered, relative to these major schools of thought and their impact upon educational practice. Freudian theory and Associationism (S-R) have both originated and/or developed through the study of disturbed and unhealthy personalities. Certainly, this theoretical base is not representative of the general population. If education is to be influenced by any school of psychological thought, it is reasonable that it should reflect a model of individual health and a positive outlook toward the individual.

Third Force Psychology. The Third Force (Combs, 1965) in American psychology has been rapidly developing over the past three decades. At this point in time proponents of this movement have not even settled on a specific name for this school of psychological thought. Theorists, educational and psychological, providing thrust for this movement are called by many names: humanists, phenomenologists, existentialists, transactionalists, perceptual psychologists, to name a few. Third Force proponents all view human beings as unique individuals in the process of becoming. Naturally there are slight differences among individual Third Force theorists' perceptions of the becoming process. But there seems to be commonality of belief in the following basic principles which deal with man and his behavior: (1) People behave according to their personal perceptions at the moment, (2) the perception one has of himself is the most



important and influential of all his perceptions relative to his behavior, and (3) man is continuously engaged in the concrete search for self-actualization (Usher and Hanke, 1971).

Behavior, as viewed by Third Force psychologists, is always a function of perception. People act (behave) according to how things seem to them. Therefore, behavior is no more than a symptom. It is an expression of a total field of meaning, beliefs, feelings and values which is richer and more extensive than any one behavior can reflect. "Perceptions and behaviors are not in a strict one-to-one relationship with one another" (Usher and Hanke, 1971, p. 3). In the following statement Bruce further illustrates the Humanist view of man's relationships to his environment:

While agreeing that human behavior is influenced by the environment and culture, humanistic psychology emphasizes that the ultimate effect of the environment and culture is in large part determined by the individual's unique view and attitudes of these external factors. That is, I am influenced by my world as I see it, not as you or anyone else sees it, nor as the world may really be (Bruce, 1968, p. 577).

The Third Force looks not only at what man is but also at his potentialities. This is in contrast to the other two previously discussed schools of thought. This view seems consistent with modern philosophy of education and also consistent with the democratic foundations of our society.

In essence, the Third Force movement offers a viable alternative to the schools of psychological thought which see man as basically bad, neutral, hostile and/or aggressive. Rather than point education in the direction of suppressing these negative qualities through strict control and manipulation, the Third Force would follow the premise that man is

basically good and allow this goodness to develop through the facilitation of much freedom. Freedom with limits, certainly, but freedom which would allow self-development and creativity to flourish in a healthy learning atmosphere.

The direction education takes as a result of this influence of the three mentioned schools of psychological thought is an ethical problem (i.e., control-freedom, goodness-badness, teacher-facilitator) to be sure. But it also has tremendous implications for the teaching/learning process as carried out in our educational institutions in general. What would happen to the pedagogy in the American educational process if it based its learning theory on the Third Force or Humanistic movement? Before answering this question, an expansion of how Third Force theorists view the "being and becoming" process of human growth is necessary.

#### The Third Force Model of Self Actualized Man

Much has been written recently in the attempt to describe a healthy model of man (Combs, 1965; Combs, Avila and Purkey, 1971; Fromm, 1959; Maslow, 1954, 1959, 1968; Rogers, 1961, 1969). Each of these writers, as well as others, has attempted to describe man not only in terms of what he is but also in terms of his becoming. The self actualized person has been generally described as "a person who is more fully functioning and lives a more enriched life than does the average person" (Shostrom, 1972).

Maslow's model of self actualized man was developed through study and observation of empirically defined healthy personalities (Maslow, 1954). Because of Maslow's emphasis on maturity as being a correlate with full self-actualization, this model tends to view self actualized man as an end point of "full maturity." Therefore, the characteristics



Maslow has found to be highly common among his subjects offers greatest importance to us in terms of the "being" we can potentially achieve through the "being and becoming" process. Maslow's model offers a picture of the self actualized man as he enters the later portion of chronological life. Below is a listing of characteristics which Maslow (1954) has found to be held in common among his self actualized subjects. One must remember that there is much overlap among the specific characteristics. (For the purpose of brevity, SA will be used in place of the term self actualized within this list of characteristics).

Acceptance. The SA person accepts himself and others despite shortcomings which may exist. To be accepting in spite of weakness (shortcoming) does not imply self-satisfaction or resignation. Rather it seems that the SA person sees with "clearer eyes" (more accurate perception) things as they really are. Because of this acceptance of self and others, people need not "wear a cloak" or defend against opening their true self to others.

Spontaneity. SA individuals are spontaneous. Simplicity and naturalness are characteristic. Even though their behavior is often very conventional, because of inner-control, their thoughts and impulses are unique unto themselves. Rules will be broken if it is felt necessary to achieve betterment for themselves and others.

Realistic Perception. SA man seems to grasp an open perceptual field. Because the SA person has confidence in himself and his thoughts he is able to differentiate the important from the unimportant, the real from the fake, the natural from the unnatural with much greater ease than can the non-SA person. This perceptual openness to the world (internal and external) allows the SA person to continually grow as a total person.

Problem Centering. SA individuals tend to center upon problems outside themselves. Man's problems are their problems and, in turn, seem compelled to do their part in solving these problems. There is generally a commitment among SA people to view work within a framework that is general rather than specific, universal rather than local, and long term rather than short term.

The Need for Privacy (Detachment). Because SA people are comfortable with themselves they tend to enjoy solitude. In spite of the fact that their urge for solitude is often interpreted as being aloof, their thoughts are most often attuned to mankind and the common needs they share.

Autonomy. Because the SA man's lower needs (physiological needs and the needs for security, love and esteem) are satisfied he is allowed to become "growth motivated" rather than "deficiency motivated." This allows him a certain detachment from the physical and social environment. SA people become autonomous in that their striving is solely motivated through the growth process itself rather than being fundamentally motivated by the need to satisfy deficiency (lower level) needs. This allows the SA person to remain relatively stable "in the face of hard knocks, blows, deprivations, frustrations and the like."

Continual Freshness of Appreciation. SA people can continually appreciate the basic goods of life. Birth remains a wonder no matter how often observed; the blooming of flowers is continually awe-inspiring through the years. All experience has the potential of being exciting and refreshing no matter how repetitious. This "naivety" is a result of understanding rather than lack of understanding. Because of this deeper



understanding SA seldom thinks in terms of categories, classes and stereotypes but rather in terms of individuality.

The Mystic Experience; the Oceanic Feeling. Through the momentary loss or transcendence of self, as in the total commitment of mind to music or involvement in a piece of literature, SA people often share a common experience, here identified as the "mystic feeling." Maslow (1954, p. 216) describes this mental state as:

. . . feelings of limitless horizons opening up to the vision, the feeling of being simultaneously more powerful and also more helpless than one ever was before, . . . the conviction that the subject is to some extent transformed and strengthened even in his daily life by such experiences.

Gemeinschaftsgefühl. This word is favored by Maslow to identify the SA person's love of mankind. People, in general, hold the affection of the SA man. Because of this love, SA people hold a strong desire to help their fellow men in spite of their shortcomings. SA man sees himself as closely identified with the human species.

Interpersonal Relations. SA people tend to have a close circle of friends. These relationships are deep and profound. It seems strange at first glance to say that SA people love mankind, then turn around and say that SA people tend to have a chosen circle of friends than other people. However, because of the intensity and depth of these close relationships, the SA person would probably acquire a feeling of incompleteness if the circle of friendship widened to the point where true closeness and companionship were not possible.

Democratic Character Structure. Without exception Maslow found his subjects to be democratic people in the deepest possible sense of the word. "They can be and are friendly with anyone of suitable



character regardless of class, education, political belief, race, or color" (Maslow, 1954, p. 22). Unlike the average person, these differences mean nothing to the SA person.

Discrimination Between Means and Ends. SA people tend to be existential in that the process is often more important than the product; the doing is more pleasurable than achieving the end goal. Like the child who is somehow able to make the routine of washing dishes an enjoyable game, SA people often make the trivial exciting play. Beyond this, SA people can discriminate between good and bad, right and wrong, means and ends--giving him extra-ordinary powers in avoiding the chaos and confusion common to the average person's ethical dealings.

Sense of Humor. SA people tend to share a strong, healthy sense of humor. It is a humor of insight, without hostility or rebelliousness. Cynicism may be inner-directed, but it is never aimed at others.

Creativeness. Maslow found creativity to be a universal characteristic of his SA subjects. SA people seem to have retained their childlike creativity in spite of the enculturation forces thrust upon them. This creative characteristic must be defined as being much broader than merely talent creativity (i.e., Rubin, Mozart) but can be observed with all activities SA people become involved in (i.e., housework, clerking, plumbing) no matter how humble.

Resistance to Enculturation. The characteristics of autonomy and detachment seem to help SA people resist adverse affects of enculturation from the less healthy culture. These characteristics allow SA persons to resist enculturation by giving them a certain inner detachment from their ever present culture.

Values and Self-Actualization. Because of the acceptance values (i.e., self, others, reality) of the SA person, he tends to have a different perception of the world. Maslow (1954) offers a specific description relevant to this study:

Our teacher subjects behaved in a very unneurotic way simply by interpreting the whole situation differently, e.g. as a pleasant collaboration rather than as a clash of wills, of authority, of dignity, etc.; the replacement of artificial dignity--that is easily and inevitably threatened--with the natural simplicity that is not easily threatened; the giving up of the attempt to be omniscient and omnipotent; the absence of student-threatening authoritarianism; the refusal to regard the students as competing with each other or with the teacher; the refusal to assume the professor stereotype and the insistence on remaining as realistically human as, say, a plumber or a carpenter; all of these created a classroom atmosphere in which suspicion, wariness, defensiveness, hostility, and anxiety disappeared (Maslow, 1954, p. 231).

Resolution of Dichotomies. Here SA people quickly stand out as different from the average. Unlike others, SA can resolve dichotomies which often seem evident and important. Work and play, lust and love, seriousness and humor all come together with meaningful continuity or wholeness. There seems to be no Freudian conflict between id, ego and super-ego; rather there is a wholeness. This theoretical conclusion holds great importance in the study of personality, in that those dichotomies of life seen as important are really only characteristics of unhealthy people.

The preceding list of characteristics found by Maslow to be common among SA people can be somewhat misleading. Maslow (1954) warns that people might view self actualized people as being perfect, without human weakness. This is not so, for his subjects, like others, can show temper, be vain, silly and thoughtless. The resolution of their weakness, however, originates from "nonneurotic sources." We must be careful not to interpret self actualized persons as "caricatures."



If Maslow's model of the self actualized man attempts to describe the end point (what man can be) of the being and becoming process, we must also carefully look at the ongoing process of "becoming." People in education are searching continually for ways to produce individuals of the sort Maslow has described--little by little we are beginning to understand how truly self actualized, adequate personalities grow and develop (Combs, 1962).

Carl Rogers (1961, 1967, 1969) has studied and written eloquently about the "good life" lived by persons who he has defined by the term "fully functioning." His work offers a model which aptly describes the process of becoming a fully functioning person, capable of achieving full potential. Rogers (1961) contends that the "good life" is not a fixed state. It is not a condition of happiness or contentment. It is not a point at which a person becomes adjusted, fulfilled or "actualized." Rather he emphasizes that:

The good life is a process, not a state of being. . . . It is a direction, not a destination. . . . The direction which constitutes the good life is that which is selected by the total organism, when there is psychological freedom to move in any direction. . . . The general qualities of this selected direction appear to have a certain universality (Rogers, 1961, pp. 186-189).

In his book, On Becoming a Person, Rogers describes these universal characteristics of fully functioning people capable of leading the good life. The following attempts to summarize these characteristics which Rogers observed through study of what happens to people during positive clinical experiences.

Openness to Experience. The process involves an increasing openness to experience. This openness is the opposite pole of defensiveness. Rogers defines defensiveness as the organism's response to



experiences which are perceived as threatening or incompatible with the individual's existing picture of self or self in relation to the world. Movement away from defensiveness allows the individual to listen to himself and experience what is going on within. Because of increasing openness, the individual is able to accept feelings of fear, pain or discouragement as well as feelings of courage and tenderness. Openness allows the individual to live fully the experiences of his organism. This leads to increased understanding rather than the shutting out of awareness.

Increasingly Existential Living. The process of the good life also involves an increasing tendency to live fully in each moment. There seems to be an increased tendency for the individual to become a participant in and an observer of the continual process of experience, rather than continuously struggling to be in control of experience. The process of becoming seems to lead the fully functioning individual away from attempts to translate or twist experience to fit preconceived notions. Rather, the self and personality emerge from experience. This means that the individual becomes more adaptable, flexible to change.

Increasing Trust in One's Organism. Still another characteristic of the person who is in the process of living the good life appears to be an increased trust in his organism as a means of arriving at the most satisfying behavior in each existential situation. Less fully functioning individuals tend to choose a course of action by relying upon guiding principles, judgment of others, or dictates from groups and institutions. Rogers found that as people become more fully functioning their actions increasingly spring away from their personal

feelings. This does not always mean being at odds with external forces; rather it merely reflects a tendency to do what "feels right"--a greater trust in one's organism.

Drawing these three aspects of the "good life" together, Rogers (1961) states:

It appears that the person who is psychologically free moves in the direction of becoming a more fully functioning person. He is more able to live fully in and with each and all of his feelings and reactions. He makes increasing use of all his organic equipment to sense as accurately as possible the existential situation within and without. . . . He is more able to permit his total organism to function freely in all its complexities in selecting, from a multitude of possibilities, that behavior which in this moment of time will be most generally and genuinely satisfying. He is able to put more trust in his organism in this functioning, not because it is infallible, but because he can be fully open to the consequences of each of his actions and correct them if they prove to be less than satisfying.

He is more able to experience all of his feelings, and is less afraid of any of his feelings; he is his own sifter of evidence, and is more open to evidence from all sources; he is completely engaged in the process of being and becoming himself, and thus discovers that he is soundly and realistically social; he lives more completely in this moment, but learns that this is the soundest living for all time. He is becoming a more fully functioning organism, and because of this awareness of himself which flows freely in and through his experience, he is becoming a more fully functioning person (Rogers, 1961, pp. 191-192).

Rogers' model of the "fully functioning" man seems to direct itself toward describing the self actualizing process which in turn leads to (and is part of) the self-actualized product as characterized by Maslow's model. When looked at and interpreted together, the Rogers and Maslow models of a healthy personality provide a descriptive picture of man's "being and becoming." Educators are displaying an increased concern for the development of healthy, self actualizing human beings. Concern alone, however, is not enough. This concern must be channeled into a serious attempt at identifying the best



procedures to follow in the promotion and facilitation of healthy personality growth among learners. It would be well at this point to take a careful look at the characteristics of teachers who are effective in their professional role as educators.

### Characteristics of Effective Teachers

#### The Helping Relationship

Out of the basic tenets of our democracy have grown certain professions which seek to help their fellow man develop in dignity and integrity. The democratic belief that people will find their own best ways when free and informed has given rise to people involved in such "helping professions" as teachers, doctors, psychologists, social workers, nurses, guidance counselors, etc. Each of these helping professions is unique, but all are vitally concerned with the "people problem," helping people achieve more effective relationships between themselves and others as well as the world which effects their lives (Combs, Avila and Purkey, 1971). During the early 1950's psychoanalysts and Rogerian (client-centered) therapists were debating whether it was more effective "for the therapist to be direct and forceful in dealing with his client, or whether the client should be encouraged to think out his own solutions to problems while the therapist assumes a client-centered role" (Blume, 1971). It was found (Fiedler, 1950) that no matter what school of thought therapists belonged to, effective therapists assumed similar relationships with their clients. The relationship found to be common between effective therapists and their clients came to be called "the helping relationship" (Blume, 1971). Interestingly, the effective helper, no matter which of the helping professions he or she might



be connected with, cannot be identified with any specific methodology. Effective helpers can be identified on the basis of their perceptions of self, others and the world about them (Combs, 1965; Rogers, 1972). Effective helpers are thinking people, and are able to help people solve problems often through instantaneous response. Combs, Avila and Purkey (1971) go on to say, " . . . the primary tool with which they (helpers) work is themselves. This understanding of the nature of the helping professions has been called the self as instrument concept" (Combs, Avila and Purkey, 1971, p. 5).

In contrast to ineffective helpers, effective helpers are able to use their unique self--knowledge and understanding--in a way that is perceived as helpful by those they are helping. Relative to this self-as-instrument concept, Combs, Avila and Purkey (1971) formally state: "Effective helping relationships will be a function of the effective use of the helper's self in bringing about fulfillment of his own and society's purposes" (Combs, Avila and Purkey, 1971, pp. 5-6).

A number of studies have been conducted at the University of Florida (Combs, 1965) in an attempt to identify common perceptual characteristics among effective helpers in the helping professions. Robert Blume in his timely article, "Humanizing Teacher Education," summarizes these findings:

The results of these studies consistently indicated that effective helpers saw people from the inside rather than the outside. They were more sensitive to the feelings of students. They were more concerned with people than things. They saw behavior as caused by the here-and-now perceptions, rather than by historical events. They saw others and themselves as able, worthy and dependable; they saw their task as freeing rather than controlling, and as involved, revealing, and encouraging process (Blume, 1971, p. 413).

These common characteristics discovered through the Florida studies seem highly similar to those characteristics identified by Maslow and Rogers as being common among self actualizing people.

A study conducted by Trotter, Uhlig and Fargo (1971) supports the relationship between those characteristics found common among effective helpers in the Florida studies and the characteristics described by the Rogers' and Maslow models of healthy personality. The researchers found that three scales of the POI (a measure of self actualization) could be used to effectively predict rehabilitation counselor success. The three scales used were Time Competence (Tc), Self Acceptance (Sa) and Capacity for Intimate Contact (c). Using these three dimensions of self actualization, the researchers concluded:

. . . one could theoretically describe the effective rehabilitation counselor studied herein as an individual who is able to develop warm interpersonal relationships, who values himself positively, and who has good reality contact in terms of the time dimension (Trotter, Uhlig and Fargo, 1971, p. 65).

In a study conducted with thirty graduate students involved in the course, Beginning Counselor Practicum, Foulds (1969) found that self actualization, as measured by the POI, was significantly ( $<.05$ ) related to the beginning counselors' ability to communicate "emphatic understanding" and "facilitative genuineness" to the client. Foulds concluded that, ". . . counselor-education programs should provide the kinds of experiences which will facilitate personal growth and self-actualization of counselor candidates" (Foulds, 1969, p. 132).

Having looked at the research and expert opinion pertaining to the development and process of the effective helping relationship



as found in helping professions generally, this review leads the researcher to look specifically at teaching as a helping profession.

#### Teaching as a Helping Relationship

Teaching is a helping profession, therefore, the teaching role should be thought of as being a helping relationship. It is every teacher's wish to be a "significant other" in their students' lives (Moustakas, 1966; Purkey, 1970). However, if teachers are to be effective instruments they must have adequate (SA) personalities. The effective use of self as instrument in teaching is:

. . . probably possible only in the degree to which the helper himself feels basically fulfilled. A deeply deprived self cannot afford to give itself away. A self must possess a satisfactory degree of adequacy before it can venture commitment and encounter (Combs, 1965, p. 27).

In summarizing the Florida studies on adequate personality, Combs (1965) lists four general qualities which are characteristic of effective teachers:

1. They tend to see themselves in essentially positive ways. That is to say, they see themselves as generally liked, wanted, successful, able persons of dignity, worth and intensity.
2. They perceive themselves and their world accurately and realistically. These people do not kid themselves. They are able to confront the world with openness and acceptance, seeing both themselves and external events with a minimum of distortion or defensiveness.
3. They have deep feelings of identification with other people. They feel at one with large numbers of persons of all kinds and varieties. This is not simply a surface manifestation of liking people or being a hail-fellow-well-met type of person. Identification is not a matter of polished social graces, but a feeling of oneness in the human condition.
4. They are well informed. Adequate people are not stupid. They have perceptual fields which are rich and varied, and available for use when needed (Combs, 1965, p. 70).



There also seems to be a commonality of purpose among effective teachers which is closely akin to those "universal characteristics" of purpose which Maslow (1954) found common among his self actualized subjects. In drawing together research on effective teachers in the Florida studies, Combs lists the following characteristics of purpose:

1. Good teachers perceive their purpose in teaching as being one of freeing, rather than controlling students. That is to say, the teacher perceives the purpose of the helping task as one of freeing, assisting, releasing, facilitating, rather than as a matter of controlling, manipulating, coercing, blocking or inhibiting behavior.
2. Good teachers tend to be more concerned with larger rather than smaller issues. They tend to view events in a broad rather than a narrow perspective. They are concerned with the broad connotations of events, with larger, more extensive implications, rather than with the immediate and specific.
3. Good teachers are more likely to be self-revealing than self-concealing. They are willing to disclose self. They can treat their feelings and shortcomings as important and significant rather than hiding or covering them up. They seem willing to be themselves.
4. Good teachers tend to be personally involved rather than alienated. The teacher sees his appropriate role as one of commitment to the helping process, a willingness to enter into interaction, as opposed to being inert . . . or remote from action.
5. Good teachers are concerned with furthering processes rather than achieving goals. They seem to see their appropriate role as one of encouraging and facilitating the process of search and discovery as opposed to promoting or working for a personal goal or a preconceived solution (Combs, 1965, p. 85).

These characteristics of self and purpose which Combs sets forth above are significant in that they speak to the necessity for self actualization if one is to be effective in a helping relationship such as teaching. Combs (1965) sees this relationship between the findings of the Florida studies and self actualization models of Third Force Psychology when he states:

Some . . . writers have referred to the fully functioning self, self actualization, self-realization, the adequate personality and high level wellness. By whatever name they have approached the question, however, all are asking, "What kind of person would it be who was truly achieving the utmost of his potentialities?" (Combs, 1965, p. 69).

Research also indicates (Combs, Avila and Purkey, 1971; Combs, 1965; Usher and Hanke, 1971) that effective teachers see their role as a helping relationship; they function under a self-as-instrument concept; and they are self actualizing people. Formally defined, the effective teacher is "a unique human being who has learned to use himself effectively and efficiently to carry out his own and society's purposes in the education of others" (Combs, 1965, p. 27).

There is little available research at this time which relates Third Force teacher personality theory with teaching effectiveness, but the studies which are available seem to indicate that effective teachers (as defined by Combs above) are probably effective because of their self actualizing personality characteristics.

Murray (1966, 1968) became impressed by the fact that successful patterns of teacher personality seemed to fit Maslow's description of self actualization. In two completely separate investigations Murray tested the hypothesis that more highly self actualized teachers would be judged as being more successful by their students than would less self actualized teachers. The results of her studies (1966, 1968), both of which were conducted with practicing secondary school home economics teachers and students, supported the stated hypothesis at the .01 and .0005 level of significance, respectively. It should be noted that the POI was used as the measure of self actualization in each of Murray's studies.



Smith (1968) also used the POI to measure self actualization of practicing home economic teachers. This study found that self actualization, open mindedness (as measured by the Rokeach Dogmatism Scale) and self perceived use of teaching behaviors related to the development of student self-directed behavior were significantly correlated. The results of this investigation also indicated that more highly self actualized teachers perceived themselves as using significantly more teaching behaviors which encouraged self-directedness among students than did lower self actualized teachers. Smith's study also found that highly self actualized teachers were significantly more open minded than were less self actualized teachers.

DeBruin (1969) carried out an independent research project over a period of several years with graduate students enrolled in his educational psychology classes. The 486 respondents in his study indicated that (1) good teachers are knowledgeable, (2) good teachers are extremely sensitive to the individual student, (3) good teachers feel students are able and have capacity and desire to learn, and (4) good teachers are enthusiastic, no matter what technique or method of teaching is used. From these findings the researcher concluded that so-called good teachers, at any level, do not fit any "common mold." Rather teacher effectiveness is an individual matter which involves certain aspects of personality. DeBruin went on to elaborate: "Teacher training institutions must provide the opportunity for the young teacher to experiment with actual situations to find out what will work for him. The techniques will vary with his personality structure" (DeBruin, 1969, p. 243).

If effectiveness in the teaching role is a matter of teacher personality rather than specific methodology or specific knowledge, as



research is beginning to indicate, it seems reasonable to assume that teacher educators should begin providing learning experiences which allow future teachers the freedom necessary to develop themselves as (1) adequate persons and in turn (2) as adequate persons capable of being effective teaching professionals.

There are several studies available in the literature which indicate that personality can be affected through learning programs which emphasize healthy personality growth process. These investigations will now be examined along with supportive opinion of experts.

#### Learning Programs and Their Affect Upon Self Actualization of Students

##### Theoretical Principles of Selected Learning Programs

Moustakas (1965) states that, "True growth, actualization of one's potential, occurs in a setting where the person is felt and experienced as sheer personal being." He continues, "In such an atmosphere the person is free to explore his capacities and discover for himself meanings and values of life consistent with himself." An educational situation which could effectively promote this growth process (significant learning) is one which (1) reduces threat to the learner's self, (2) enhances uniqueness of the individual, (3) gives the learner the feeling of being respected, (4) and allows the learner to explore the learning process from a base of personal interest (Combs, 1972a; Purkey, 1970; Simpson, 1969; Moustakas, 1966).

The following principles (Moustakas, 1965) speak to the challenge teachers at all levels face if they are to facilitate the learning process advocated by the Humanistic movement:

1. The individual knows himself better than anyone else.
2. Only the individual can develop his potentialities.
3. The individual's perception of his own feelings, attitudes and ideas is more valid than any outside diagnosis can be.
4. Behavior can best be understood from the individual's own point of view.
5. The individual responds in such ways as to be consistent with himself.
6. The individual's perception of himself determines how he will behave.
7. Objects have no meaning in themselves. Individuals give meanings and reality to them. These meanings reflect the individual's background.
8. Every individual is logical in the context of his own personal experience. His point of view may seem illogical to others when he is not understood.
9. As long as the individual accepts himself, he will continue to grow and develop his potentialities. When he does not accept himself, much of his energies will be used to defend himself, rather than to explore and actualize himself.
10. Every individual wants to grow toward self-fulfillment. These growth strivings are present at all times.
11. An individual learns significantly only those things which are involved in the maintenance or enhancement of self. No one can force the individual to permanent or creative learning. He will learn only if he wills to. Any other type of learning is temporary and inconsistent with the self and will disappear as soon as threat is removed.
12. Concepts, ideas, symbols and events can be denied or distorted, but experience is experienced in the unique reality of the individual person and cannot be untrue to itself. If it threatens the maintenance or enhancement of self, the experience will be of little relevance or consequence to the individual, though it may temporarily stifle further growth.
13. We cannot teach another person real learning in the sense of making it easier. We can make learning for another person possible by providing information, the setting, atmosphere, materials, resources and by being there. The learning process itself is a unique individualistic experience. It may be a difficult experience for the individual person even if it has significance for the enhancement of self.
14. Under threat the self is less open to spontaneous expression; that is, more passive and controlled. When free from threat, the self is more open, that is, free to be and to strive for actualization (Moustakas, 1965, pp. 45-46).



The list of principles which Moustakas offers expresses the important role personal motivation and meaning must play in the development of significant learning experience. Each individual learner will perceive the learning experience in a way which is unique to the particular individual. This belief leads Third Force theorists to stress not only the importance of knowledge/skill acquisition, but personal meaning as well.

Combs, in his book, Educational Accountability: Beyond Behavioral Objectives, offers a definition of learning which incorporates the Third Force emphasis on the personal meaning aspects of the learning process:

. . . learning always consists of two aspects: the gaining of new information on the one hand and the discovery of its personal meaning on the other. . . . The Humanistics' complaint is that this balance is now badly out of kilter and education is in serious trouble, not so much for lack of providing information, but from failure to deal effectively with the meaning half of the learning equation (Combs, 1972a, p. 21).

Fromm (1959) supports Combs holistic approach to the learning process when he speaks to the issue on a "split between intellect and affect":

Anyone who wants to achieve (well-being) must struggle against many basic trends of modern culture. . . . One, the idea of a split between intellect and affect. . . . This dogma of the split between affect and thought does not correspond to the reality of human existence, and is destructive to human growth. We cannot understand man fully nor achieve the aim of well-being unless we overcome the idea of this split, restore to man his unity, and recognize that the split between affect and thought, body and mind, is nothing but a product of our own thought and does not correspond to the reality of man (Fromm, 1959, p. 163).

To facilitate this holistic approach to learning demands a shift in thinking among many practitioners of the education profession.



Especially among those practitioners who consciously (and unconsciously) see their teaching role through the eyes of Associationist (behaviorist) or Freudian influence. The teaching role can no longer be perceived by teachers as being mechanistic technique; rather teaching must become more personalized (Combs, 1965). The person must become the focus!

This shift requires that teachers be flexible, creative and open to personal meaning, not only their own, but students as well. Rogers (1972) supports the need for this shift when he says that schools can not grow persons; "Only persons can grow persons. Therefore it becomes vital that employed personnel in schools are first and foremost persons in their own right." A person, to Rogers and other Third Force theorists, is the individual previously described as self actualizing and capable of achieving his/her full potential.

Kelley, in his descriptive statement, "The Fully Functioning Self" (1962), points out that the way in which an individual perceives himself, others, and the world around him is the key to man's being and becoming self actualized. It is important that all professional educators--classroom teachers as well as teacher educators--understand the relationship between perception and experience in the learning process (Combs, 1965; Usher and Hanke, 1971). For if one's perceptions are indeed basic to the self actualizing process then it is imperative that education directs itself toward facilitating the climate necessary for the development of healthy perception among learners.

Research in perceptual phenomena has fairly recent beginnings. Previously it was generally believed that "the object in one's environment was the basis for reality and that the human organism was merely a receiver, and had no choice except to see things as they are" (Kelly,

1971a). During the 1940's and early 1950's, Ames conducted research from which new foundations in perception were derived. This foundation indicates that it is perception which controls growth toward self actualization and guarantees the uniqueness of the individual.

The crucial idea . . . is that our perceptions come from us, and not from our surroundings. This is the opposite notion of perception so long held by so many. The perceiver decides what a thing is, and where it is. Thus the individual becomes the all-important part of the process of perception, rather than the least important. This is not to deny the existence of matter, as some philosophers have done. The object--person or thing--in one's externality starts the process . . . but the perceiver makes what he can and must of it. No two people make exactly the same of anything; and what any perceiver makes of any person or thing is more or less at variance with the thing itself (Kelly, 1971a, p. 311).

The implications for education drawn from the above statement are revolutionary in the sense that it is essentially ineffective and/or detrimental to significant learning for teachers to direct learning activities with the purpose of reaching conformity among learners. Each learner has a unique field of perceptions, thereby making it impossible for even two people, let alone a total class, to "dance to the same set of drums." Good teachers have intuitively reached this conclusion long ago. Modern theorists are now beginning to support this intuition with research (Kelly, 1971a; Combs, 1965, 1972a; Purkey, 1970).

Another implication of the research that modern perceptual psychology holds for education is that the relationship between experience and perception is somewhat cyclical. The nature of new experience is dependent upon the nature of the perception at the moment of experiencing. In turn the nature of past experiences determines present perception. "The quality of available experiences becomes all important." However, "The quality of experiences are controlled by the perceptual



process" (Kelly, 1971a). Mobilization--the general tendency to act upon a given situation (Church, 1961)--is a product of all previous perceptions which have given birth to current perception. A person organizes his perceptions in response to each experiential situation, mobilizing his being to act out his role as he sees it in that given encounter with experience. He brings to that situation all his previous experience and perceptions and forms a new mobilization to allow him to function effectively in the situation at hand.

With this theoretical background in mind, it is appropriate to review the available research which deals with program affect upon the learners' perceptual field and self actualization.

#### Research on Student Participation in Their Individual Learning Program

Hekmat and Theiss (1971) recently conducted an investigation with sixty students enrolled in General Psychology at Wisconsin State University-Stevens Point. The POI was used as the measure of self actualization. Based upon their POI scores, the students were assigned to one of four groups: high self actualizers, moderate self actualizers, low self actualizers, and control. When the subjects were subjected to conditioning it was found that low self actualizers were significantly more responsive to external contingencies than were high self actualizers. The investigators concluded, "Thus, Maslow's assertion that the high self actualized individuals are resistant to enculturation was empirically supported by this study" (Hekmat and Theiss, 1971, p. 104).

The implications for education-teacher training as well as all levels of education generated by the Hekmat and Theiss study seem important and warrant consideration. The previous review of research



indicated that highly self actualized teachers were more effective in their professional role when compared to low self actualized teachers. It, then, seems reasonable to state that teacher education must provide programs that are capable of allowing highly self actualized students to function from an internal frame of reference for self actualized people resist external conditioning. At the same time teacher education must provide programs which promote internal growth on the part of lower self actualized students entering the profession.

Another recent study sheds some light on the relationship between self actualization and attitude toward teaching. Using freshmen students enrolled in the course, Introduction to Education, Pines (1970) found that high self actualizers, as measured by the POI, had significantly more positive attitudes toward teaching, as measured by the Attitude Toward Teaching Scale. He found this to be true of his subjects no matter if they were randomly placed in the Self-Directed section (experimental) or the Teacher-Directed (control) section of the course.

Evidence that a program of learning consciously planned to enhance self actualization can be successful is offered by Trueblood and McHolland (1972). The study was designed to discover if the Human Potential group process helps students move significantly in the direction of self actualization. Thirty-three students at Kendall College who participated in Human Potential Seminars were compared with sixty-two students who had not participated. The pre-test established that both populations were essentially the same relative to their responses on the POI. On the post-test, the Human Potential groups average POI scores were higher on 8 of 12 scales. Through application of the goodness-to-fit Chi

Square Test, it was found that the Human Potential moved significantly in a positive direction on 5 of 12 scales. It was also found that a significantly larger percentage of students in the Human Potential group had moved in a positive direction than was true of the control population.

Eiben (1971) also found that program can effect the self actualization of participating learners. This study was comparative in nature. The results indicated that the Participatory Group experience had greater positive results, as measured by the POI, than did the Didactic Group experience. The subjects in this study were all first year Masters degree candidates in Counseling and Guidance enrolled in the course titled, Group Counseling I. The Participatory Group were involved in experiential activities such as small group discussion, decision making activities and sensory awareness sessions. The Didactic Group was presented large group experience with a definite lecture base. Both groups showed positive movement in self actualization after sixteen weeks involvement in the course, but the Participatory Group had significantly more positive growth than did the Didactic Group. The Participatory Group of counselors in training moved to a significantly more positive measure of self actualization on ten scales of the POI ( $<.01$ ) except self regard ( $<.05$ ) and synergy. Synergy did not reach significance but it should be noted that movement on this scale was also in a positive direction. These results indicate that a more personalized approach to education has a resulting positive effect upon the learners' self actualization.

McClain (1970) in a research report titled, "Personal Growth for Teachers in Training Through Self Study," states:



. . . courses in mental health tend to concentrate on the acquisition of information about mental health rather than the experiencing of personal growth, and the high cost of the special projects devoted to personal development of teachers has severely restricted the number of teachers who could participate in them. There is a need in teacher education for reaching large numbers of people with specific experiences aimed at self-actualization (McClain, 1970, p. 372).

In an effort to support the above statement, McClain conducted a study which involved 130 senior and first year graduate students in education. The sample was divided into five sections of the course titled, Mental Health. Each section met for two 75 minute periods a week during a 10 week quarter. The course was designed to facilitate self actualization through increased self-understanding for a whole class at a time. The course included readings on mental health as one means of enhancing self understanding. To insure personal involvement and hopefully personal growth, major focus was placed on the individual's written analysis of massive personality test data about himself or herself. The POI and two unpublished measures of self actualization were used for pre- and post-testing.

The findings of the McClain investigation strongly indicate that the study of self enhances self actualizing growth. The change scores derived from all three pre- and post-test measures were significant in a positive direction. These results should not be accepted without considering the possibility that the subjects might have become sensitized to the items presented on the post-test measures. During the research period the subjects were involved in extensive reading on the nature of positive mental health. This cognitive involvement might have affected their ability to "fake-good" on the post-test measures. Nevertheless, the subjects' responses during written evaluations and informal

conversations strongly indicate that the positive test results did represent real growth.

In nearly all of their written reports and informal conversations, they have volunteered the information that they are more comfortable with themselves and feel more hopeful about their ability to cope with their life problems (McClain, 1970, p. 377).

#### Implications for Elementary Teacher Education

It is imperative that teacher educators provide undergraduate students with learning experiences which enhance self actualization, for teachers do not teach the way they were told to teach; rather, "teachers teach the way they were taught" (Blume, 1971). If our educational institutions are to become effective in promoting healthy, self actualizing growth among elementary school children it seems logical that elementary teacher educators should direct their programs toward the development of these same qualities within their clientele.

Based upon nearly twenty years of intensive research and experience aimed at discovering the differences between effective and ineffective teachers, Combs (1972b) sets forth a series of propositions if actively pursued by elementary teacher educators, could result in the development of elementary teacher education programs capable of effectively producing self actualizing teachers.

1. The production of an effective teacher is a highly personal matter, dependent primarily upon the development of an appropriate system of beliefs.
2. The production of an effective teacher must be regarded as a problem in becoming.
3. The process of becoming must start from security and acceptance.
4. Effective teacher education must concentrate its efforts upon meanings rather than behavior.



5. If sensitivity and empathy are prime characteristics of effective helpers, and if behavior is the product of perception, teacher preparation programs must shift their main concerns from objectivity to subjectivity.
6. The dynamic importance of need in learning must be exploited.
7. If the self-concept is as important a determiner of behavior as research suggests, teacher education must actively apply what is known about it (Combs, 1972b, pp. 286-290).

This list of propositions in no way constitutes a complete theory for elementary teacher education. However, it does emphasize an approach to elementary teacher preparation that has much meaning to many people interested in the development of self actualized undergraduate students capable of becoming effective elementary teachers.

Based upon the literature and research presented in this chapter, the following syllogism is presented. People who see themselves in a helping relationship have to be self actualized. Effective elementary teachers have to be people who see themselves in a helping relationship. Therefore, effective elementary teachers have to be self actualized.

The following chapters will attempt to analyze and draw conclusions on specific aspects of the University of North Dakota's Center for Teaching and Learning elementary education program and its relationship to the self actualization of senior students in the program.

## CHAPTER III

### DESIGN AND PROCEDURE

The purpose of this investigation was to analyze the relationship between self actualization and selected aspects of the undergraduate elementary education program of senior students in the Center for Teaching and Learning at the University of North Dakota.

The information presented within this chapter deals with the design and procedures used in conducting the study. Also included within this chapter are the hypotheses to be tested and the statistical analysis procedures. Presented below is an outline of topics found in Chapter III.

- I. The Research Sample
  - A. Selection Procedures
  - B. Size and Attrition
- II. The Center for Teaching and Learning Program
- III. Procedures for Data Collection
- IV. Instruments Used for Data Collection
  - A. The Personal Orientation Inventory (POI)
    - 1. Description of the POI
    - 2. Validity of the POI
    - 3. Reliability of the POI
    - 4. Interpretation of the POI
  - B. The Fall Questionnaire (Pre-Administered Questionnaire)
  - C. Spring Questionnaire (Post-Administered Questionnaire)
- V. Treatment of the Subjects



- VI. Hypotheses to be Tested
- VII. Statistical Analysis Procedures
- VIII. Summary

#### The Research Sample

The Center for Teaching and Learning is the University of North Dakota's new teacher training institution. Just recently, July 1, 1972, the Center for Teaching and Learning came into existence. This data also represents the closing of a chapter in the history of teacher education at the University of North Dakota for at this time the College of Education, founded in 1883, and the New School of Behavioral Studies, founded in 1968, were phased out of operation.

The College of Education's undergraduate population was predominately made up of students from within the state of North Dakota. These students were largely from rural or small community backgrounds. The undergraduate population in the New School was also made up of many North Dakota natives. However, the New School was an experimental component and received much national publicity as being innovative as well as an exciting new approach to teacher preparation. This reputation attracted a heavy influx of students from urban areas outside the state of North Dakota (Perrone, 1973).

On July 1, 1972 the student populations of both teacher preparation components were merged in the new program, the Center for Teaching and Learning. As a result, many of the subjects who participated in this study have had some of their previous education in either the College of Education or the New School of Behavioral Studies.

The Center for Teaching and Learning is "broadly based in composition and scope, and is committed to the development of a variety of learning environments and opportunities for students" (Turgeon, 1972). Because of this philosophy the Center for Teaching and Learning is also attracting a large number of students from outside its home state. These new transfer students were also reflected in the sample population if they had senior status.

#### Selection Procedures

The subjects for this investigation were randomly selected from the total group of fulltime undergraduate Center for Teaching and Learning elementary education seniors officially registered as of August 28, 1972. The official registration listed 201 seniors majoring in elementary education. Through the use of a table of random numbers (Downie and Heath, 1970), 120 Center for Teaching and Learning seniors majoring in elementary education were selected to be part of this study.

The 120 potential subjects were contacted by telephone and asked if they would volunteer to be part of this investigation (see Appendix D). The subjects were informed of their commitment if they chose to volunteer for the study. This commitment entailed a pre-assessment and a post-assessment relative to individual demographic data, individual senior year programs of study, and a personal orientation as measured by the POI.

No special program or activity was required of individuals in the research sample other than the pre-assessment and post-assessment commitment.



### Size and Attrition

Of the 120 total subjects initially selected at random to be part of the study, it was determined that only those seniors involved in the Center for a full year would be included as part of the study. Because of registration problems during fall semester, 1972, it was impossible to identify tentative graduation plans of those students registered as seniors. Upon completion of the initial telephone contact and pre-assessment period, it was necessary to omit twenty (20) subjects from the study because it was found they were to graduate in December, 1972--half way through the research period. This omission left the study with 100 randomly selected senior elementary majors planning to graduate after completion of the research period.

Four (4) students could not be contacted by telephone or through their advisors and 4 students failed to participate even though they were each contacted three times by the researcher and each time had offered their participation. This further attrition left the sample size at 92 upon completion of the pre-assessment portion of the study.

Because of excessive omissions while completing the POI, six (6) subjects were omitted from the study. (The 1972 edition of the POI manual states that if the subject fails to answer over fifteen items on the POI, the inventory should be considered as invalid.)

Only one subject was lost during the research period. This student voluntarily removed himself from university work to return home.

Even though there was an attrition of 35 students from the original randomly selected sample, the study was left with a substantial (N=85) sample size at the conclusion of the research period.

#### The Center for Teaching and Learning Program

The Center for Teaching and Learning is the teacher training component of the University of North Dakota. On July 1, 1972 the Center for Teaching and Learning took the place of two prior programs for teacher preparation which had existed on campus. Therefore, this study was conducted during the initial year of the Center for Teaching and Learning's existence.

Rather than attempt to briefly describe the Center for Teaching and Learning Program and philosophic orientation here, portions of volume IV, No. 8 of Insights has been entered in the appendices (Appendix C) of this report. This issue of Insights, one of the Center's publications, offers a short sketch of the two pre-existing teacher training programs as well as a detailed description of the Center's learning program as designed and implemented during the 1972-73 academic year, its first year of existence.

#### Procedures for Data Collection

Three instruments were used to gather data for this study. The Personal Orientation Inventory (POI) was used to measure the self actualization of all individuals in the research sample and was administered on a pre- and post-test basis. To collect demographic data the Fall Questionnaire was developed for this study and was administered with the pre-testing of the POI. The Spring



Questionnaire was developed for the purpose of collecting information about the subjects' involvement in the Center for Teaching and Learning program during the 1972-73 academic year. This questionnaire was completed during the post-administration of the POI.

During the first week in September the researcher--with aids from previously instructed doctoral students--made contact personally or via telephone with each of the potential subjects randomly selected to be part of the investigation. The potential subjects were each given an opportunity to volunteer their participation after receiving a general description of their personal involvement and purpose of the investigation (see Appendix D).

Because of conflicting schedules and commitments, the subjects were each given three alternatives for completing the instruments used in the pre-assessment portion of this study. Two large group meetings were scheduled. One was held at 8:00 A.M. on September 15, 1972 and the other was held at 4:00 P.M. on September 18, 1972. Seventeen (17) of the participating subjects were unable to attend either of the planned large group sessions. These students were scheduled to participate in the pre-assessment individually, at a time of their own convenience during the week of September 18, 1972.

Instructions for completing the instruments were given by the researcher personally. These instructions were very simple and straightforward, for both the POI (Shostrom, 1972) and the Fall Questionnaire are self-administering in nature. All subjects were asked to carefully read the directions which accompanied the instruments and proceed at their own speed.

Post-assessment commenced on March 29, 1973. Procedural changes had to be made relative to pre-assessment because the sample population had become scattered over a large geographic area. (This problem was detailed in Chapter I, Limitations and Delimitations). The researcher decided that the best procedure for collecting data at the close of the research period would be to disseminate the instrumentation material in two ways. Those subjects located within twenty miles of Grand Forks, North Dakota, received their post-assessment instruments from the researcher personally or through their student teaching supervisor. Those subjects located farther away, geographically, received the instruments by mail.

As was stated previously, the POI is a self-administering instrument, therefore instructions could easily be handled. The Spring Questionnaire was carefully constructed so that written directions would suffice without extensive verbal contact between subjects and the researcher (see Appendix B).

All subjects located within twenty miles of Grand Forks, North Dakota, returned their data to the researcher by April 17, 1973 and all others were returned by mail before April 27, 1973. Of those subjects still legitimately considered part of the research sample as of March 29, 1973 (N=85), all 85 completed and returned their post-assessment data to the researcher.

#### Instruments Used for Data Collection

The following is a detailed discussion of the three instruments used for data collection for this study.



The Personal Orientation  
Inventory (POI)

Recently, Maslow presented his theory of the self-actualizing person--a person who is more fully functioning and lives a richer life than the average person (Shostrom, 1972). In On Becoming a Person, Rogers (1961) articulates a similar theory of personality; he describes his model as a "fully functioning person." With these theories in mind, many people in the helping professions, especially counselors and therapists, have felt a need for a comprehensive measure of values and behavior related to the development of self-actualization. Shostrom in collaboration with Maslow and Perls, among others, developed the POI as an attempt to meet this need. Since the POI's inception ten years ago it has been found to be useful in situations other than clinical therapy or counseling. One area that has utilized this instrument has been education. An example of this interest is the growing number of references to educational research cited in the manual for the POI.

Description of the POI. The POI is a forced-choice, 150 item questionnaire that requires approximately thirty minutes to administer. There are twelve scales involved in the inventory, all of which represent facets related to self-actualization.

The two major scales deal with personal orientation. The "Time Competence" (Tc) scale measures the tendency of a person to live in the present, generally free of inhibitions concerning past events and future uncertainties.

The "Inner Support" (I) scale measures a person's tendency to generally act on and be guided by his own principles and motives rather than external pressures.

The remaining ten scales are actually sub-scales of the two previously discussed major scales. For use in counseling, these sub-scales are divided into five facets of self-actualization. The sub-scales are paired in closely related, but contrasting variables.

1. Inter-personal values

- a. "self actualizing values" (SAV)  
The valuing of acting on one's own principles
- b. "Existentiality" (EX)  
The valuing of flexibility in applying one's own principles

2. Admitted responsibility to one's feelings

- a. "Feeling Reactivity" (Fr)  
The sensitivity to one's own feelings
- b. "Spontaneity" (S)  
The free expression of one's own feelings

3. Attitudes toward self

- a. "Self-regard" (Sr)  
The liking of one's self as a person
- b. "Self-acceptance" (Sa)  
The attitude of acceptance of one's own weaknesses

4. Awareness

- a. "Nature of Man" (Nc)  
The attitude that man is basically good
- b. "Synergy" (Sy)  
The perception that opposites (i.e., lust and love) have commonality

5. Sensitivity to aspects of interpersonal relations

- a. "Acceptance of Aggression" (A)  
The acceptance of one's personal feelings of hostility



- b. "Capacity for Intimate Contact" (c)  
The desire to respond to expectations and obligations without enslaving one's self to them and without using them to exploit people (Shostrom, 1972).

The Personal Orientation Inventory is a forced-choice inventory in that it asks the subject to choose between two statements. Subjects are to select the statements that are true or mostly true as applied to themselves.

The POI applies a different methodology to the forced-choice technique than is usually the case, however. Most inventories attempt to provide the subject with either two "socially desirable" or two "socially undesirable" statements to choose from in an attempt to eliminate bias due to social desirability (Freeman, 1965; Anastasi, 1963). Items in the POI have been stated both negatively and positively so that the particular continuum or end-poles of the dichotomy in question are made explicitly clear. Unlike most authors, the authors of the POI have not assumed the testee to know the opposite of the statement in question. Perls following Roget clearly indicated that opposites are not dictated by words, but by their context (Shostrom, 1972). By stating value items twice, the POI explicitly states the conceptual continuum in question. Underlying this approach to statement construction must be the assumption that the individual testee will be honest in his self-appraisal.

Validity of the POI. The items which comprise the POI reflect significant value judgment problems as seen by therapists in private practice. They represent observed value judgments about troubled and healthy patients by therapists at the Institute of Therapeutic

Psychology during a five year period. The items were also related to the research and theoretical formulations of many writers in Humanistic, Existential, or Gestalt Therapy (Shostrom, 1964). Even though the POI was originally constructed for use in psychotherapy, the fact of its being developed around broad personal and socially relevant value concepts has led to its use in a variety of settings. The POI has been found useful in colleges, industry and counseling, as well as clinical situations.

The procedures discussed in the previous paragraph can be viewed as a reasonable approach to the establishment of content validity for the POI. However, even if the POI was used exclusively in clinical settings, content validity is not enough. The limitations of content validity relative to personality measures are discussed by Anastasi (1963):

Content validity . . . provides an adequate technique for evaluating achievement tests. For aptitude and personality tests, however, content validity is not sufficient and may, in fact, be misleading. Although considerations of appropriateness and effectiveness of content must obviously enter into the initial stages of constructing such tests, eventual validation of the test requires thorough empirical verification. . . . Aptitude and personality tests bear less intrinsic resemblance to the behavior domain they are trying to sample than do achievement tests. Consequently, the content of aptitude and personality tests can do little more than reveal the hypotheses that led the test constructor to choose a certain type of content for measuring a specific trait (Anastasi, 1963, p. 137).

Rather than base validity of the Personal Orientation Inventory on content validity alone, several studies have been conducted since its inception to further establish its validity.

The "contrasted groups" procedure was used in one study of the instrument's validity (Shostrom, 1964). Two groups of people were



carefully nominated by a team of practicing, certified clinical psychologists contacted through the professional societies. The two groups represented adults judged to be, by observation of their life behavior, "relatively self-actualized" or "relatively non-self-actualized." Size of the contrasted groups was 29 and 34 respectively. The POI was then administered to each individual. The results of this study indicated that the POI discriminates between clinically judged self-actualizers and non-self-actualizers. Significance at the .01 confidence level was achieved on 10 subscales while the .05 confidence level was achieved on another. The only scale which did not indicate significance of Man (NC). The means of the nominated non-self-actualized groups fell below the normal group means (T score level of 50) on all 12 scales. The nominated self-actualized group was above the normal group means (T score level of 50) on 11 of the 12 scales. It can be concluded that this study indicates that the POI discriminates between clinically judged self-actualizers and non-self-actualizers. Validity studies using the "contrasted groups" procedure cited in the POI manual all indicate that the instrument discriminates between nominated self-actualizers and nominated non-self-actualizers.

Other research related to validation of the POI helps to establish "concurrent validity" by finding how well the instrument correlates with other measures (criterion) which purport to identify similar traits. Ilardi and May in their investigation titled "A Reliability Study of Shostrom's Personal Orientation Inventory" (1968) pull together most available research which attempts to establish concurrent validity of the POI:

Knapp (1965) found eight of the twelve scales to be significantly negatively correlated ( $p .05$ ) with the neuroticism dimension of Eysenck's Personality Inventory (EPI). He furthermore found that extreme highs and lows (top and bottom 27%) on the neuroticism dimension of the EPI made significantly different scores on each of the POI scales ( $p .05$ ). Shostrom and Knapp (1966) administered the POI and the MMPI to two groups of clients in psychotherapy, one a beginning and the other an advanced group. Each one of the twelve POI scales was found to be significantly higher (healthier) at the .01 level for the advanced therapy group, while 7 or 13 MMPI scales were significantly less pathological ( $p .05$ ) for the advanced therapy group compared with the beginning therapy group. Fox (1965) found that all POI scale scores were significantly lower ( $p .001$ ) for a hospitalized sample compared to the nominated self-actualized sample and to a normal adult sample. Additional studies with alcoholics and with student ratings of teachers lend additional support to the validity of the POI (Shostrom, 1966). Grosscock, Armstrong, and Lussiev (1966) administered the POI, the Edwards Personal Preference Schedule and Cattell's 16 PF Test to 71 college students. They found the POI to be a useful measurement device for its intended purpose (Ilardi and May, 1968, p. 69).

To summarize, there is no instrument available which purports to measure the same identical traits as does the POI. However, the EPI, MMPI, EPPS and Cattell's 16 PF each have many similarities to the POI. As a result of studies dealing with the concurrent validity of the POI, this instrument was found to have significant correlations with each of the criterion instruments. Concurrent validity studies support the POI as a useful instrument.

Reliability of the POI. As stated previously, validity is also relative to the reliability of the instrument in question. Obviously, the more reliable the measure, the more valid (meaningful) the measure will be. However, like validity, reliability is a relative matter. When measuring easily observable behavior, say being able to add two plus two, one could reasonably argue that a



reliability coefficient of .80 is insufficient. In measuring less easily observable behaviors, such as self perception, a reliability coefficient of .80 might be considered highly satisfactory. The relativity of reliability should be considered when evaluating the POI, for it is designed to measure traits that are very difficult to observe (Landry, 1972).

When one administers the same test to a group of people on two different occasions to check reliability, the procedure is called a "test-retest" reliability study (Gekoski, 1964). Estimate of test reliability is measured by a statistic known as "correlation coefficient." When this statistical correlation coefficient is used for estimating reliability, the term "reliability coefficient" is used.

In attempting to establish reliability of the POI, several studies which used the test-retest procedure are available. Klavetter and Mogar (1967) used as a sample population 48 students drawn from two introductory psychology courses at San Francisco State College. The POI was group administered to each class on two occasions separated by a seven day interval. The researchers reported that differences in means and standard deviations between the two groups were negligible. The following table gives the reliability coefficients (r) established by this study of each of the POI's twelve scales.

Ilardi and May (1968) also conducted a study of the POI's reliability. As part of a longitudinal study, 64 entering female nursing students at the University of Tennessee College of Nursing were administered the POI during their first week in school. Of

TABLE 1

RELIABILITY COEFFICIENTS FOR EACH OF THE POI SUB-SCALES AS  
DETERMINED BY KLAVETTER AND MOGAR

Scale	Tc	I	SAV	Ex	fr	S	Sr	Sa	Nc	Sy	A	C
(r)	.71	.77	.69	.82	.65	.76	.71	.77	.68	.71	.52	.67

the 64 entering students, 46 finished the first year of the nursing program. The 46 remaining students were re-administered the POI after an interval of approximately 50 weeks. Table 2 represents the results of this study.

TABLE 2

RELIABILITY COEFFICIENTS FOR EACH OF THE POI SUB-SCALES AS  
DETERMINED BY ILARDI AND MAY

Scale	Tc	I	SAV	Ex	fr	S	Sr	Sa	Nc	Sy	A	C
(r)	.55	.71	.60	.74	.32	.51	.66	.71	.49	.40	.64	.58
P (one-tail)	.005	.005	.005	.005	.025	.005	.005	.005	.005	.005	.005	.005

There are no hard rules regarding time interval for test-retest reliability studies. However, it is relatively safe to say that the memory factor was not significant in the Ilardi and May study because of the 50 week interval. The researchers state:

Several variables may have affected the POI reliability findings--maturation, educational experience, and factors specific to nursing education. Numerous studies have shown that nursing education is a stressful as well as satisfying experience . . . (Ilardi and May, 1968, p. 71).



These variables would not be as influential in the Klavetter and Mogar study in that the test-retest interval was only seven days.

Ilardi and May (1968) suggest that another way to assess the reliability coefficients of their study is to compare them with findings for comparable groups and time intervals on well established personality inventories. The comparison of similar studies using the Edwards Personal Preference Schedule (EPPS) and the Minnesota Multiphasic Personality Inventory (MMPI) indicated that, "the findings reported on the POI are well within the ranges of somewhat comparable MMPI and EPPS test-retest reliability studies."

Braun and LaFaro (1969) were concerned that it might be too easy for subjects to manipulate their POI scores if they were motivated to make a good impression. In their study of fakability (N=67 college students) it was found that "Unless Ss have special information about the POI and self actualization, the inventory shows an unexpected resistance to faking" (Braun and LaFaro, 1969).

Interpretation of the POI. To test the hypotheses of the present study it was necessary to define a single predictor index of self actualization. The POI, because it was originally developed for facilitating the counseling process, does not provide a composite index which reflects the various sub-scales. Damm (1972) conducted a study for the purpose of establishing the best procedure for obtaining a composite index of self actualization from the POI. Using a sample of 411 male and female freshman students at Oregon State, 139 female nursing students in their sophomore, junior and senior years at the University of San Francisco and the Portland School of Nursing,

and 106 male and female adult students enrolled in the University of Portland's Division of Continuing Education, Damm presented the following conclusions:

The . . . study indicated that (1) among those scales investigated, the R: I-Tc scale was the best predictor of an overall measure of the POI, (2) that the finding could be generalized beyond the high school population to certain college populations, and (3) this result obtained equally for all sexes (Damm, 1972, p. 488).

In an effort to further clarify the best procedure to use in obtaining a single index of self actualization from the POI, the present researcher held a telephone conversation (May 21, 1973) with Knapp of the Educational and Industrial Testing Service. Knapp supported the conclusions of the Damm study and stated that it was the general consensus of the EITS staff that combining the raw scores of the Time Competence (Tc) and Inner Support (I) scales into a single index was the best procedure for obtaining a single predictor of self actualization from the POI. Another advantage of this procedure is that all 150 items of the POI are represented in the single index.

With this information it was decided that the combined raw scores (Tc+I) on the POI would be used to indicate the self actualization of subjects within the present study.

To conclude, available research indicates that the POI is the only published measure of self actualization and is, evidently, a rather promising device as well. It therefore seemed appropriate to select this instrument for use in this study.



### The Fall Questionnaire

The researcher believed that it was necessary to collect pertinent information on each subject's background, professional aspirations learning experiences which may have affected the self actualization of individuals previous to entering their senior year in the Center for Teaching and Learning. The Fall Questionnaire was developed to collect this information.

Thirteen items were included in the Fall Questionnaire. These items were designed to seek information about the individual's sex, age, location of birth and selected items pertinent to earlier life experience. Information on the subjects' previous educational experiences as well as their parents' educational background was elicited by the questionnaire. The Fall Questionnaire included several items pertaining to the professional aspirations of the individuals as well.

The Fall Questionnaire was administered in conjunction with the POI during the pre-test portion of this investigation. A sample copy of the Fall Questionnaire has been included in Appendix A for the reader's convenience.

### The Spring Questionnaire

It was also necessary to collect certain specific information about the learning activities that the subjects became involved with during the research period. This task was accomplished through the administration of the Spring Questionnaire.

The Spring Questionnaire was constructed to identify factual as well as affective opinion. Factual information such as registered

credit hours, contact hours with children, and the variety of learning activities involving children was collected through the use of this instrument. Subjects were also asked to make personal decisions as to the degree of "self-directedness" they perceived their teacher preparation learning activities to be. The subjects were also asked to identify reasons for choosing various learning activities.

Other ancillary questions were included within the Spring Questionnaire. For complete understanding of this instrument, it is recommended that the readers of this report review the Spring Questionnaire as found in Appendix B.

Because of the nature and complexity of the information sought on the Spring Questionnaire, it was necessary to enlist the help of Center for Teaching and Learning undergraduate students. The students in Mr. George Gagnon's Center Seminar spent several hours aiding in the formulation of the Spring Questionnaire. After receiving an explanation of the study's purpose, these students became invaluable in helping to decide on the format and wording used in the Spring Questionnaire.

Upon completion of the Spring Questionnaire, a pilot study was conducted to determine if, in fact, the Spring Questionnaire would work. Ten Center for Teaching and Learning students volunteered to be part of this pilot study. Several minor problems were found on the Spring Questionnaire as a result of this pilot and alterations were made prior to use in the study itself.

Fully understanding the implications of such an attempt, it was felt that the Spring Questionnaire represented the best possible method



for collecting the information necessary for the success of this study. It was therefore concluded that the Spring Questionnaire should be used.

Administration of the Spring Questionnaire was conducted jointly with the administration of the POI post-assessment in April, 1973.

#### Treatment of the Subjects

The major purpose of this study was to investigate the relationship between self actualization and selected aspects of the undergraduate elementary education program of senior students in the Center for Teaching and Learning. Therefore, no special treatment of the individual subjects was required by this study. The subjects proceeded through the year's program of study according to the dictates of their personal needs, advisor recommendations, and/or institutional requirements.

#### Hypotheses to be Tested

The eight hypotheses presented in this section were developed to analyze the relationship between self actualization and selected aspects of the undergraduate elementary education program of senior students in the Center for Teaching and Learning (CTL). The hypotheses for this investigation are:

1. There is no significant difference in the self actualization scores of Center for Teaching and Learning seniors majoring in elementary education as measured by the POI during the six and one-half month interval between the pre- and post-administration of the instrument.

2. There is no relationship between student background as reported on the Fall Questionnaire and self actualization as measured by the pre-administration of the POI.
3. There is no relationship between self actualization as measured by the pre-administration of the POI and teaching aspirations as projected on the Fall Questionnaire.
4. There is no relationship between program involvement and change in anticipated classroom format as reported on both of the student questionnaires.
5. There is no relationship between self actualization as measured by the post-administration of the POI and reactions to the Center for Teaching and Learning's elementary education program as reported on the Spring Questionnaire.
6. There is no relationship between the nature of the individual students' involvement with the Center for Teaching and Learning program and reaction to the Center for Teaching and Learning as reported on the Spring Questionnaire.
7. There is no relationship between self actualization as measured by the pre-administration of the POI and selection of Center for Teaching and Learning program learning activities as reported on the Spring Questionnaire.
8. There is no relationship between the nature of student involvement in the Center for Teaching and Learning program as reported in the Spring Questionnaire and change in self actualization as measured by pre- and post-administration of the POI.



### Statistical Analysis Procedures

This investigation was designed to seek answers to the four questions stated in Chapter I. From these four questions the eight research hypotheses presented above were formulated.

To test the eight hypotheses, the data generated by the pre- and post-administration of the POI and student questionnaires were analyzed by applying Pearsonian Intercorrelation techniques. The computer program used was the Statistical Package for the Social Sciences (SPSS). The t test for related group situations was also employed to generate data relative to research hypothesis one.

Two-tailed tests for significance were used in this study because the hypotheses were presented in null form and exploratory in nature.

### Summary

In this chapter the study was described in terms of the research sample, the elementary teacher preparation program as offered by the University of North Dakota's Center for Teaching and Learning, the instruments used, data collection procedures and research design, the hypotheses tested, and the procedures used for treatment of the data.

In Chapter IV the findings of the investigation will be presented.

## CHAPTER IV

### ANALYSIS OF THE DATA

The major purpose of this study was to investigate the relationship between self actualization and selected aspects of the undergraduate elementary education program of senior students in the Center for Teaching and Learning.

The investigation was designed to seek answers to the following research questions:

1. Is there a significant overall gain in self actualization of Center for Teaching and Learning seniors majoring in elementary education as measured by the POI during the six and one-half month interval between the pre- and post-administration of the instrument?
2. Does previous background affect self actualization of elementary education majors entering their senior year in the Center for Teaching and Learning (CTL) as measured by the pre-administered student questionnaire and POI?
3. Does self actualization of elementary education majors affect the choice of learning activities offered by the Center for Teaching and Learning (CTL) as measured by the post-administered student questionnaire and pre-administered POI?
4. Does involvement in certain learning activities offered by the Center for Teaching and Learning (CTL) program affect



change in self actualization of elementary education majors during their senior year as measured by the pre- and post-administration of the POI and post-administered student questionnaire?

Eight hypotheses were formulated and tested in the study.

As explained in the section of the previous chapter entitled "Interpretation of the POI," the combined raw scores of the two major scales of the POI ( $T_c + I$ ) were used to represent the self actualization of subjects throughout the present study. Hereafter in this report the POI refers to the composite index,  $T_c + I$ .

Since this study was exploratory in nature and no direction was specified (null) by the eight original a priori hypotheses, all critical values are based on two-tailed tests within the analysis.

The analysis and presentation of the data will follow the order of the hypotheses, as presented in Chapter III.

#### Research Hypothesis One

There is no significant difference in the self actualization scores of Center for Teaching and Learning seniors majoring in elementary education as measured by the POI during the six and one-half month interval between the pre- and post-administration of the instrument.

The appropriate  $t$  test for the "related group situation" was employed to test for the significance of change in self actualization as measured by the pre-administration and post-administration of the POI. The  $t$  test which was employed to investigate research hypothesis one follows (Williams, Harlow and Houston, 1969, p. 39):

$$t = \frac{\sum D}{\sqrt{\frac{n\sum D^2 - (\sum D)^2}{n - 1}}}$$

Table 3 presents the data relative to hypothesis one. The information provided in Table 3 includes the group mean score derived from the pre-administered POI, the group mean score derived from the post-administered POI, the sum of the difference by individual (pre-post), the sum of the difference by individual squared (pre-post), the calculated  $t$  value, and the respective significance level.

TABLE 3

SUMMARY DATA RELATING TO GROUP CHANGE IN SELF ACTUALIZATION AS MEASURED BY POI (N=85)

Pretest $\bar{X}$	Posttest $\bar{X}$	$\Sigma D$	$\Sigma D^2$	$t$	$P$
107.3	111.9	288	8758	3.25	<.001

The data reveals that involvement in the Center for Teaching and Learning's elementary teacher education program has a positive relationship with growth in self actualization. The  $t$  value of 3.25 indicated a significant (<.001) movement in the direction of increased self actualization during the research period. Therefore research hypothesis one is rejected.

#### Research Hypothesis Two

There is no relationship between student background as reported on the Fall Questionnaire and self actualization as measured by the pre-administration of the POI.

To investigate research hypothesis two, twelve background variables were each correlated with self actualization as predicted by the pre-administration of the POI. Table 4 presents the data relative to hypothesis two.



TABLE 4

SUMMARY DATA RELATING TO THE CORRELATION BETWEEN BACKGROUND VARIABLES  
AND SELF ACTUALIZATION PRETEST SCORES

Background Variables	Correlation with Self Actualization		
	N	r	P
1. Sex of Subjects	85	-.055	.614
2. Age of Subjects	83	-.140	.208
3. State in which Ss were born	85	.070	.523
4. Size of Community in which Ss grew up	84	.024	.831
5. Total years SS lived in North Dakota	85	-.006	.959
6. Education of Father	85	.259	.017
7. Education of Mother	85	.334	.002
8. Previous educational expe- rience in New School-UND	85	-.013	.904
9. Previous educational expe- rience in the College of Education-UND	85	-.124	.257
10. Transferred from other institutions outside UND	85	.163	.137
11. Previous Bachelor's degree	85	.155	.156
12. Total years of previous teaching experience	83	-.224	.041

The information provided in Table 4 includes the actual number of subjects for which there was available data for each of the twelve background variables, the Pearsonian correlation coefficients and the respective levels of probability.

Three of the twelve background variables were found to have statistically significant correlation with the subjects' level of self actualization upon entering their senior year in the Center for Teaching and Learning. The fathers' level of education and mothers' level of education had critical values exceeding .05 and .01 respectively. Analysis of the data also indicated that previous teaching experience had a negative relationship with the subjects' self actualization. The data revealed a lower level of self actualization among subjects who had a correspondingly greater number of years of actual teaching experience prior to entering the Center for Teaching and Learning. The critical value of this background variable exceeded .05.

Analysis of the data relative to student background and its relationship to self actualization indicates that research hypothesis two must be rejected.

#### Research Hypothesis Three

There is no relationship between self actualization as measured by the pre-administration of the POI and teaching aspirations as projected on the Fall Questionnaire.

To investigate research hypothesis three, each of the three aspiration variables were correlated with self actualization as predicted by the pre-administration of the POI. Table 5 presents the relevant data for hypothesis three.

The information provided in Table 5 includes the actual number of subjects for which there was available data for each of the three aspiration variables, the Pearsonian correlation coefficients and the respective levels of probability.



TABLE 5

SUMMARY DATA RELATING TO THE CORRELATION BETWEEN SELF ACTUALIZATION  
(PRETEST) AND Ss PROJECTED TEACHING ASPIRATIONS

Ss Aspiration Variables	Correlation with Self Actualization		
	N	r	P
1. Ss aspirations - to teach in North Dakota, upper Midwestern States or other location	55	.161	.241
2. Ss aspirations - to teach in public schools, private schools with religious affiliation or other private schools	65	.104	.410
3. Ss aspirations - to teach in "conventional," "open" or "free school" classrooms	47	.296	.043

Analysis of the data indicated a significant correlation between self actualization and subjects' aspirations relative to the type of classroom they hoped to teach in upon entry into the profession. The critical value of this classroom aspiration variable exceeded the .05 level of significance. The analysis of the aspiration variables concerning teaching location and type of institution desired yielded no significant relationship to the subjects' level of self actualization.

The data indicates a significant relationship between the subjects' self actualization and aspirations to teach in classrooms other than those of the "conventional" mold. It should be noted that of the 47 subject responses, 30 indicated preference to teach in an "open" classroom and 2 indicated preference to teach in a "free school" classroom. Therefore, research hypothesis three must be rejected. The relatively low number of subject responses (N=47) must be considered in rejecting this hypothesis. This will be discussed more fully in Chapter V.

#### Research Hypothesis Four

There is no relationship between program involvement and change in anticipated classroom format as reported on both of the student questionnaires.

There were no significant changes in student aspirations relative to anticipated classroom format from the pretesting in the fall semester to the posttesting in the spring semester. Anticipated classroom format as reported in the Fall Questionnaire was highly correlated (.592) with the subjects' anticipated classroom format as reported in the Spring Questionnaire. The correlation of these responses were significant beyond the .001 level of probability. Because there was no change in anticipated classroom format as measured by the Fall and Spring Questionnaires, research hypothesis four is supported by the present study and retained.

#### Research Hypothesis Five

There is no relationship between self actualization as measured by the post-administration of the POI and reactions to the Center for Teaching and Learning's elementary education program as reported on the Spring Questionnaire.

To investigate research hypothesis five, each of the four reaction variables were correlated with self actualization as predicted by the post-administration of the POI. Table 6 presents the data relative to hypothesis five.

The information provided in Table 6 includes the actual number of subjects for which there was available data for each of the four



TABLE 6

SUMMARY DATA RELATING TO THE CORRELATION BETWEEN SELF ACTUALIZATION  
(POST-TEST) AND Ss REACTION TO THE CENTER FOR TEACHING  
AND LEARNING (CTL)

Ss Reaction Variables	Correlation with Self Actualization		
	N	r	P
1. Ss acknowledgment of CTL's advocation of a particular approach to education	83	.065	.560
2. Ss identification of the particular approach to education which the CTL advocates	58	.194	.145
3. Ss agreement with the advo- cated approach	69	.306	.011
4. Ss degree of satisfaction with their total years involvement in the CTL	80	-.114	.313

reaction variables, the Pearsonian correlation coefficients and the respective levels of probability.

Analysis of the data indicated a significant correlation between self actualization and subjects' agreement with the Center for Teaching and Learning's approach to education as perceived by the subjects. The critical value of this reaction variable exceeded the .05 level of significance. The other three reaction variables yielded no significant relationship to the subjects' level of self actualization.

Because the data indicates a statistically significant relationship between self actualization and the subjects' perception of the Center's educational approach to teacher education, research hypothesis five is rejected.

### Research Hypothesis Six

There is no relationship between the nature of the individual students' involvement with the Center for Teaching and Learning program and reaction to the Center for Teaching and Learning as reported on the Spring Questionnaire.

To investigate research hypothesis six each of the four variables dealing with the nature of the subjects' involvement in the Center for Teaching and Learning (CTL) were correlated with the subjects' degree of satisfaction (quite satisfied, satisfied, dissatisfied, quite dissatisfied) with their academic year of involvement in the Center for Teaching and Learning education program. Table 7 presents the data relative to hypothesis six.

TABLE 7

SUMMARY DATA RELATING TO THE CORRELATION BETWEEN Ss REACTION (DEGREE OF SATISFACTION WITH YEARS INVOLVEMENT) AND THE NATURE OF Ss INVOLVEMENT IN THE CENTER FOR TEACHING AND LEARNING (CTL)

Nature of Ss Involvement Variables	Correlation with Ss Reaction		
	N	r	P
1. The total number of different learn-experiences (variety of) that brought Ss <u>in contact with</u> children during the year	79	-.285	.011
2. The total number of child contact hours Ss had during the year through involvement in student teaching, field experience observations, cluster activities and other activities related to the CTL	80	.294	.008
3. The percentage of "self-directedness" (relative to the given definitions) that Ss perceived their total years learning program to be	80	-.271	.015
4. The total number of credit hours that Ss registered for during the year	80	-.165	.143



The information provided in Table 7 includes the actual number of subjects for which there was available data for each of the four "nature of involvement" variables, the Pearsonian correlation coefficients and the respective levels of probability.

Three of the four "nature of involvement" variables were found to have a significant relationship ( $<.05$ ) with the subjects' reaction (degree of satisfaction) to their years involvement with the Center for Teaching and Learning. Subjects who were involved in a high percentage of self-directed learning activities during the year reacted to their years involvement in the Center for Teaching and Learning with a significant ( $.015$ ) degree of satisfaction. Subjects who were in contact with children for a large number of hours during the year reacted to their years involvement in the Center for Teaching and Learning program with a significantly low ( $.008$ ) degree of satisfaction. Subjects who participated in a large number of different learning experiences that brought them in contact with children during the year were significantly ( $.011$ ) more satisfied than those subjects who had less variety in their contacts with children.

Analysis of the data does not support research hypothesis six.

#### Research Hypothesis Seven

There is no relationship between self actualization as measured by the pre-administration of the POI and selection of Center for Teaching and Learning program learning activities as reported on the Spring Questionnaire.

To investigate research hypothesis seven, each of the four variables dealing with the subjects' selection of learning activities were

correlated with self actualization as measured on the pre-administered POI. Table 8 presents the data relative to hypothesis seven.

TABLE 8

SUMMARY DATA RELATING TO THE CORRELATION BETWEEN SELF ACTUALIZATION (PRETEST) AND Ss SELECTION OF CENTER FOR TEACHING AND LEARNING (CTL) PROGRAM LEARNING ACTIVITIES

Ss Learning Activity Selection Variables	Correlation with Self Actualization		
	N	r	P
1. The total number of different learning experiences (variety of) that brought Ss <u>in contact with</u> children during the year.	83	.070	.529
2. The total number of child contact hours Ss had during the year through involvement in student teaching, field experiences, observations, cluster activities and other activities related to the CTL.	84	-.077	.489
3. The percentage of "self-directedness" (relative to the given definitions) that Ss perceived their total year's learning program to be.	84	.150	.174
4. The total number of credit hours that Ss registered for during the year.	84	-.208	.057

The information provided in Table 8 includes the actual number of subjects for which there was available data for each of the "selection of learning activity" variables, the Pearsonian correlation coefficients and the respective levels of probability.

Even though the total number of credit hours subjects registered for and the subjects' self actualization scores correlated (-.208) in a direction that would indicate a relationship between high self actualization and a low number of credit hours, this relationship did not



achieve the statistically significant critical value ( $<.05$ ) necessary for this study.

Analysis of the data indicates support for research hypothesis seven and it is, therefore, retained.

#### Research Hypothesis Eight

There is no relationship between the nature of student involvement in the Center for Teaching and Learning program as reported on the Spring Questionnaire and change in self actualization as measured by pre- and post-administration of the POI.

To investigate research hypothesis eight each of the four variables dealing with the nature of the subjects' involvement in the Center for Teaching and Learning (CTL) were correlated with the subjects' change in self actualization as measured (pre-post) by the POI. Table 9 presents the data relative to hypothesis eight.

The information provided in Table 9 includes the actual number of subjects for which there was available data for each of the "nature of involvement" variables, the Pearsonian correlation coefficients and the respective levels of probability.

Analysis of the data shows that three of the four "nature of involvement" variables have very little relationship to change in self actualization. The variable dealing with the percentage of self-directedness, however, correlates significantly (.219) with change in self actualization. The level of probability for this variable (.046) exceeds the level ( $<.05$ ) necessary for statistical significance within this study.

Therefore, analysis of the data does not support research hypothesis eight.

TABLE 9

SUMMARY DATA RELATING TO THE CORRELATION BETWEEN CHANGE IN SELF  
ACTUALIZATION (PRE-POSTTEST) AND THE NATURE OF STUDENT  
INVOLVEMENT IN THE CENTER FOR TEACHING  
AND LEARNING (CTL)

Nature of SS Involvement Variables	Correlation with Change		
	N	r	P
1. The total number of different learning experiences (variety of) that brought Ss <u>in contact with</u> children during the year.	83	.017	.876
2. The total number of child contact hours Ss had during the year through involvement in student teaching, field experience, observation, cluster activities and other activities related to the CTL.	84	-.036	.745
3. The percentage of "self-directedness" (relative to the given definitions) that Ss perceived their total years learning program to be.	84	.219	.046
4. The total number of credit hours that Ss registered for during the year.	84	.116	.293

#### Summary of the Findings

1. Research hypothesis one is rejected by the findings of this study.

2. Research hypotheses two, three, five, six, and eight are not supported in part by the findings of this study and are therefore rejected. Each of the hypotheses, however, have data pertaining to some variables which show significance.

3. Research hypotheses four and seven are supported by the findings of this study.



In this chapter the findings of the study were presented. In Chapter V these findings will be summarized and then discussed in terms of their meanings and implications.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary of the Investigation

##### Purpose of the Investigation

The purpose of this investigation was an analysis of the relationship between self actualization and selected aspects of the undergraduate elementary education program of senior students in the Center for Teaching and Learning (CTL).

##### Summary of the Procedure

The subjects (N=85) for this investigation were randomly selected from the total group of fulltime undergraduate Center for Teaching and Learning elementary education seniors officially registered as of August 28, 1972. The study was conducted during the fall and spring semesters 1972-73, and had a duration of six and one-half months. Other than pre-assessment and post-assessment, no special program or activity was required of the individuals in the research sample.

The instruments used in this study were: The Personal Orientation Inventory (POI) a published measure of self actualization and two student questionnaires designed by the present researcher to collect pertinent information relative to student background and student learning activities with the Center for Teaching and Learning. The



POI was pre- and post-administered and the Fall Questionnaire was administered in conjunction with the pre-administration of the POI. The Spring Questionnaire was administered in conjunction with the post-administered POI.

The combined raw scores of the two major scales of the POI ( $T_c + I$ ) were used to represent the self actualization of subjects throughout the present study. Therefore, POI refers to the composite index,  $T_c + I$ , in this report.

The analysis of the data involved the use of Pearsonian inter-correlation techniques. The  $t$  test for the related group situation was also employed to seek information relative to change in the subjects' self actualization as measured by the POI. Two-tailed tests for significance were used in this study because the eight research hypotheses were presented in null form and exploratory in nature.

#### Summary of the Limitations and Delimitations

The randomly selected sample used for this study consisted of 85 registered seniors in the Center for Teaching and Learning's elementary education program. The findings of this study are limited to the population from which this sample was drawn. The research period was six and one-half months in length. This relatively short duration must also be considered as a limitation. Post-administration procedures had to be altered from those procedures used in the pre-administration portion of this study. Even though all the instruments used in this study are considered "self-administering" in nature and design, the altered procedure should be considered when interpreting the results.

### Summary of the Findings

The summarized findings of this study are presented in the following statements. These statements follow the order of the eight original a priori research hypotheses and are subject to the limitations discussed earlier in this report.

1. During the research period there was significant positive growth in the self actualization of the subjects as measured by the POI.

2. There is a significant positive relationship between the subjects' self actualization as measured by the POI and their parents' educational level as reported on the Fall Questionnaire. In addition, there is a significant negative relationship between the subjects' self actualization as measured by the POI and the extent of the subjects' teaching experience prior to enrollment in the Center for Teaching and Learning as reported on the Fall Questionnaire.

3. There is a significant positive relationship between the subjects' self actualization as measured by the POI and the subjects' aspirations to teach in more open situations than the conventional classroom as reported on the student questionnaires.

4. The subjects' anticipated classroom format as reported on the student questionnaires did not change during the research period.

5. There is a significant positive relationship between the subjects' self actualization as measured by the POI and the subjects' agreement with the Center for Teaching and Learning's advocated approach to education as perceived by the subjects and reported on the Spring Questionnaire.

6. Based on data reported in the Spring Questionnaire, subjects who had a larger variety of learning experiences that brought



them in contact with children, subjects whose learning programs were more highly self-directed in nature, and subjects who had fewer contact hours with children were more highly satisfied with their years involvement in the Center for Teaching and Learning.

7. The subjects' initial level of self actualization as measured by the pre-administered POI has no relationship to the types of learning activities these subjects selected within the Center for Teaching and Learning program as reported on the Spring Questionnaire.

8. The subjects who reported on the Spring Questionnaire that they were involved in a higher percentage of self-directed learning activities in the Center for Teaching and Learning program showed the greatest positive change in self actualization as measured by the POI.

#### Discussion

Investigation of the data related to this exploratory study raises a number of questions that must be considered prior to drawing any conclusions regarding the research questions.

Analysis of the data for research hypothesis one indicates that the subjects made significant positive growth in self actualization during the research period. There are several aspects of the Center for Teaching and Learning program which could possibly have contributed to the enhancement of student self actualization. First, the Center for Teaching and Learning is committed to a strong, supportive relationship between the faculty advisors and their student advisees. Through this relationship students are given an opportunity to plan their learning program in consultation with their advisor. Being supportive in nature, the advising process tends

to provide positive feedback from the advisor to the student. The advisor is selected by the student, therefore the advisor might often represent an educator model which the student respects and sees as compatible with his personal style--the student feels comfortable with a model which he perceives as being the "best fit" to his personality. Further, if the students perceive a mutual feeling of respect and worth on the part of their advisor, it seems logical that the students' self perceptions will also be reflected more positively. As discussed in Chapter II, a supportive learning environment is vital to the enhancement of self actualizing characteristics.

Second, the Center for Teaching and Learning's elementary education program offers many learning options from which students can select. One might speculate that this aspect of the program could also enhance the self actualization process of students. Within both the various cluster activities and the field experience component of the program, students are able to select learning activities which have the greatest personal meaning for them. This open approach to learning program development is student centered and involves the students in determining the direction of their own programs. It seems only natural that as the students see their learning as the fruit of their own choices and efforts they will feel greater self regard, a quality of the self actualized person.

Third, it might also be inferred that the alternative evaluation process provided within the Center for Teaching and Learning might have impact upon the self actualization process. Students within the Center can choose between conventional (A, B, C, D, F) grading or a more open (credit received, credit deferred, credit



withdrawn) grading system. In either grading system the researcher observed that emphasis is often placed upon the self evaluation process. This not only offers a meaningful process of self reflection to the students, but also reduces the external threat which often accompanies a grading system that allows little student input in the evaluative process. Threat often adversely affects perception. The processes of student evaluation used in the Center for Teaching and Learning might well offer students the opportunity to deal with their educational and personal interests with greater perceptual openness.

Finally, the Center Seminar serves as a vehicle for students to openly interact and discuss their problems and concerns with faculty and peers. The activities which grow out of the Center Seminar are often supportive in nature. These seminar activities might well give each student increased confidence in their ability to function as a learner. Security as well as acceptance are potential benefits derived from the seminar activity.

Analysis of the data related to research hypothesis two indicates that the parents' educational level is significantly related to the subjects' ability to function more fully as a self actualized person. This finding is not unlike research related to the efforts of education on family patterns done in the field of sociology (cf., Blau and Duncan, 1967). It seems reasonable that greater parental educational experience will also have a resulting positive effect upon the child's self actualizing characteristics. Personal growth is generally important to parents who have experienced this growth themselves, and they might cultivate this quality in their offspring.

Looking again at the data relative to hypothesis two, the subjects who reported greater previous experience in the teaching role tended to respond as less self actualized on the POI. Hector's research (1972) might help to account for this finding. He argues that there are two major categories of depreciation that effect teachers--wear and tear, and obsolescence. This depreciation among teachers is generally caused by the stress of the profession and the rapid growth of knowledge. Rather than supporting the commonly accepted idea that experience improves teaching, Hector found that experience, perhaps, led to the depreciation of teachers. The present study, which posits the theory that effective elementary teachers must be self actualized, corroborates Hector's findings since teaching experience prior to enrollment in the Center had a negative relationship to the subjects' self actualization.

Analysis of the data related to research hypothesis three indicates that there is a significant relationship between the subjects' self actualization and their reported aspirations to teach in a classroom format other than conventional. As indicated in Chapter IV, a relatively low number (N=47) of subjects responded to this aspiration variable. Many subjects would not be forced into a single category. The majority of subjects who refused to select a single classroom format aspiration variable (conventional, open or free) cited the tight job market as their major reason. Combinations were treated as non responses which accounts for the low N.

Because so many (30) of the subject responses (N=47) indicated a preference for the open classroom format it could be that



highly self actualized students tended to respond without combining items. This would account for the significantly positive relationship between self actualization and alternative classroom formats among those who responded. It also seems reasonable that students who are self actualized are willing to take the risks necessary to function as a teacher in less conventional environments. The significant relationship between the subjects' aspired classroom format and self actualization also suggests that self actualizers have the personal flexibility required to function in more student-centered teaching situations without fear or personal threat.

Analysis of the data for research hypothesis four indicates that the subjects' anticipated classroom format did not change as a result of the year's experience in the Center for Teaching and Learning. Thirty-two of the forty-seven subjects who responded on the Fall Questionnaire indicated that they aspired to teach in classroom environments other than the conventional. This seems to imply a similarity between the subjects' teaching aspirations and their perceptions of the Center's advocated approach. A large percentage (84%) of the subjects who responded (N=58) to the appropriate item indicated that they perceived the Center for Teaching and Learning as advocating an open approach to the elementary classroom. The similarity between the subjects' teaching aspirations at the beginning of the research period and the Center's advocated approach, as perceived by the subjects, might possibly represent a supportive relationship between program and student which could account for the lack of change relative to anticipated classroom format during the research period.

Analysis of the data for research hypothesis five indicates that there is a significant relationship between self actualization

and agreement with the Center for Teaching and Learning's advocated approach to education as they perceived it. It appears that self actualized students not only were able to clearly identify the Center with a specific approach to education but were also in agreement with this perceived approach. However, the data indicates that being in agreement with the approach to education students perceived being advocated by the Center for Teaching and Learning does not necessarily imply that students will be satisfied with their involvement in the Center for Teaching and Learning. This situation might suggest that self actualizers tend to be problem centered and discriminating--they have more accurate and realistic perceptions of themselves and the world around them. Even though self actualizers are able to identify and agree with the advocated educational approach, they can perceive problems realistically and tend to be less than satisfied when these problems are unresolved.

Analysis of the data for research hypothesis six indicates that subjects who had a larger variety of learning experiences that brought them in contact with children, subjects whose learning programs were more highly self directed in nature, and subjects who had fewer contact hours with children were more highly satisfied with their involvement in the Center for Teaching and Learning during the research period. The strong relationship between the students' satisfaction with their involvement in the Center for Teaching and Learning and the extent of their different learning experiences with children might suggest the students' need to find a comfortable educational model. Having the opportunity to deal with many teacher models and many children in a variety of settings might enhance the students' opportunities to find



a more personalized methodology for teaching. This idea seems to be supported by the findings that students who accrued a large number of contact hours with children were less satisfied with their involvement in the Center's teacher education program. Students who were locked into a more conventional student teaching assignment (one or two student teaching station(s) for a sixteen week period) generally accrued the largest number of contact hours with children. As a result, they, perhaps, had less opportunity to seek out teaching/learning situations which had the greatest personal meaning for them. It seems reasonable that future teachers often need extended experiences in student teaching. However, it might be that a greater balance between the variety of experiences with children and extended experiences with children is necessary. This balance is an individual matter and might be most appropriately worked out after considering each individual's strengths, weaknesses and needs within the advisor-advisee relationship. The data also indicates that students who were involved in a larger percentage of self-directed learning activities were satisfied with their years involvement in the Center's elementary teacher education program. One might infer that these students were involved in the process of seeking out not simply educational knowledge but educational knowledge with personal meaning. It has been theorized that true learning will only occur if the learner can relate new information to himself/herself in a meaningful way. Personally meaningful education might best occur through self-directed learning programs.

Analysis of the data for research hypothesis seven indicates that the subjects' initial level of self actualization as measured by the pre-administered POI had little relationship to the subjects'

selection of the various types of learning activities within the Center for Teaching and Learning. This information seems to point up the importance of providing many alternative learning options for students majoring in elementary education. Self actualized people are unique personalities and choose learning experiences that are personally meaningful. For an elementary teacher education program to attempt to provide a commonality of experiences would be to deny this uniqueness of the individual students. It appears that educators cannot determine the specific learning program for self actualized people. Rather, it seems to be indicated that providing students with the option of determining their own best path to understanding contributes to self actualization. The Center for Teaching and Learning is committed to providing many alternatives for students. This commitment is spelled out in the Center's description as found in Appendix C. The analysis of data seems to support the Center's commitment to the provision of options within the elementary teacher education program. Students who indicated on the pre-administered POI that they had acquired the characteristics of the self actualized person previous to the research period seemed to hold no preference relative to certain types of learning experiences as reported on the Spring Questionnaire. These self actualized students selected their personal learning experiences from a wide range of activities available within the Center for Teaching and Learning.

Analysis of the data for research hypothesis eight indicates that subjects who were involved in a high percentage of self-directed learning activities in the Center for Teaching and Learning's elementary education program showed the greatest positive change in self actualization. It was previously suggested that self actualized



students tend to select a wide variety of learning experiences which enhance their personally unique style. However the present study indicates that the single most important factor in developing the qualities of a self actualized personality is the opportunity for self-direction within a learning program. Self-directed learning programs might provide students with the chance to test their unique capabilities in unthreatening situations which are supported by their faculty advisors. These programs might also lead students to experiment with self reliance. The freedom necessary for learners to pursue personally meaningful experiences is present in the context of self-directed learning programs. Such programs encourage students to struggle with personally meaningful problems in a "here and now" perspective instead of plodding through experiences designed to achieve objectives imposed by external forces (i.e., faculty, institutions). The problem solving process which students encounter while involved in self-initiated learning experiences helps them develop self-confidence. Successful problem solving leads to the students' ability to see themselves as able and worthwhile. Autonomy, a characteristic of the self actualized person, is probably best acquired when students experience success as self-directed learners who understand and cherish their uniqueness. Only then can the individual become "growth motivated" rather than "deficiency motivated."

#### Conclusions

The evidence provided by this exploratory study supports the following conclusions relative to the previously stated limitations.

The conclusions are presented in the order of the four original research questions.

1. Randomly selected senior students registered as elementary education majors in the Center for Teaching and Learning showed positive growth in self actualization as measured by the POI during the six and one-half month research period.

2. Among senior elementary education majors in the Center for Teaching and Learning, the formal education level of their parents had a strong positive relationship to their level of self actualization as demonstrated by the correlation of the Fall Questionnaire and the POI. Teaching experience prior to enrollment in the Center had a negative relationship to the self actualization level of these students.

3. There was no relationship between the self actualization of elementary education majors and the types of learning activities these subjects selected within the Center for Teaching and Learning as demonstrated by the low correlation between the scores of the pre-administered POI and the learning activity data reported on the Spring Questionnaire. Also, self actualized subjects perceived the Center as advocating an open approach to education and agreed with the advocated approach. Further, self actualized subjects aspired to teach in more open environments than the conventional classroom after graduation. These aspirations did not change during the research period.

4. The most important factor related to positive change in self actualization of senior elementary education majors was self-directed involvement in Center for Teaching and Learning activities. Also, those students who participated in a wide variety of learning experiences which brought them in contact with children, who had



fewer contact hours with children, and whose learning programs were highly self-directed in nature were also highly satisfied with their involvement in the Center for Teaching and Learning.

### Educational Implications

Even though this study was exploratory in nature, the findings suggest that educational programs designed to train elementary teachers should be student centered and highly supportive in nature. If teacher education programs are to successfully educate teachers who are self actualized and, therefore, capable of being effective practitioners, they should recognize and emphasize opportunities for individual students to develop their personal uniqueness within the learning program. It seems logical that the development of the unique qualities of self actualized persons can occur while the skills and competencies for good teaching are being acquired. To accomplish this dual mission, teacher education programs should provide flexibility through the implementation of many learning options rather than prescribing patterns of behavior and content which force conformity upon future educators. Student centered programs which allow students to participate in determining their own destiny will possibly produce greater numbers of teachers who recognize and are confident in their uniqueness as a person as well as their personal style of teaching. The process of student self-direction might be stressed if teacher education is to promote the characteristics of self actualization within the undergraduate population. Teaching is a helping relationship, therefore teacher educators should be concerned with developing those personal characteristics previously identified as being essential

to the effectiveness of this relationship in other helping professions. Effective teachers see their task as a freeing rather than a controlling process; they perceive themselves and others as able, worthy, and dependable; they are subjective rather than objective when dealing with the problems of others; they have empathy; and they must be knowledgeable as well. These qualities imply that teacher educators must not only concern themselves with methodology, but also the development of healthy open perceptual fields. It seems that these qualities might best be enhanced in a supportive environment that reflects self-worth toward the individual learners. Knowledge is important, but the personal meaning of this acquired knowledge is equally important. This personal meaning aspect of learning must come from within each individual and individuals must be allowed to find this meaning in a manner unique to their personalities.

The positive change in self actualization of students who took advantage of the Center for Teaching and Learning's self-directed learning activities and the degree of satisfaction these students reported supports the Center's thesis that the educational model provided by a teacher preparation program is significant in the development of personal teaching styles in students. Future teachers must function effectively as a learner in a particular environment before they are capable of effective emulation within their teaching environment.

The present study suggests that the students' background should be taken into account within an elementary teacher preparation program. This might be accomplished in a variety of ways. Faculty advisors who are concerned with promoting self actualization through a supportive process should be cognizant of the impact that previous life experience



has upon the students' perceptions of themselves, themselves as teachers and the world around them. It seems logical that self actualized characteristics will be best promoted among future teachers if advisors incorporate the available information on student background into the counseling process.

Finally, the present study speaks to the need for a careful examination of the field experience component of elementary teacher education. Students within this study reported a higher degree of satisfaction when they were able to experience a variety of learning activities that involved child contact. Traditionally, teacher trainers have theorized that student teachers benefit from extensive involvement in a small number of classroom settings. This theory seems open to speculation within the context of the present study. Possibly, many future teachers would derive greater benefit relative to the development of self actualization through involvement in a wider range of student teaching experiences. This decision might best be made by the individual student in consultation with the faculty advisor.

#### Recommendations for Further Study

The present study was exploratory in design and suggests that further investigation of related questions might be conducted for the benefit of teacher education.

1. The results of this study suggest that a replication of the present investigation would be worthwhile. The replication might incorporate the use of experimental and control groups involving different models for teacher education.

2. The results of this study also suggest that a further research effort should be attempted for the purpose of isolating other factors which might contribute to the self actualization of teacher trainees.

3. An investigation of previous educational background of teacher trainees might be profitable. The educational background variables investigated might include elementary school, secondary school and previous college learning experiences.

4. A longitudinal study concerning self actualization among practicing teachers might be conducted over a period of years to investigate the effects of extended teaching activity upon teacher self actualization.

5. A comparative study of teacher self actualization is also suggested by the present investigation. This comparative study might be conducted among practicing teachers in differing school situations to study such factors as organizational climate and educational environment and the relationships to the self actualization of teachers.

6. A comparative study to investigate the effects that student teaching has upon the self actualization of teacher trainees is suggested by the present study. This suggested study might attempt to search out specific strengths and weaknesses of extended student teaching experience in a small number of settings as well as the strengths and weaknesses of student teaching experience in a large variety of settings for shorter durations.

7. The need for an intensive investigation of the advisor-advisee relationship within teacher education is also suggested by



the present study. This study might look specifically at the nature of effective interpersonal interaction in the advisor-advisee relationship.

APPENDIX A  
THE FALL QUESTIONNAIRE



September, 1972

Dear Senior Students Majoring in Elementary Education:

As you know, the Center for Teaching and Learning has become a reality. Educators throughout the country are following the progress of our C.T.L. program with hopeful anticipation. The C.T.L. holds promise of being a powerful force of change in teacher education.

To insure that the changes influenced by the C.T.L. are positive in nature, some formal evaluation must occur. The accompanying questionnaire and the Personal Orientation Inventory (P.O.I.) are part of the evaluation process. This particular study is being conducted by a doctoral student in the C.T.L.

Please be assured that all individual information gathered in this study will be handled in a strictly confidential manner. Individuals will not be identified in the study. You are requested to identify yourself by name for two basic purposes. First, it will facilitate the follow-up portion of this study in the spring semester. Secondly, identification by name will allow you, the student, to obtain feedback on your own Personal Orientation Inventory results. If you have questions or would like a personal interpretation of your results, please feel free to contact the researcher, John A. Eiden, at 304 Larimore Hall.

Thank you for your cooperation, for it will help in determining the effects of our teacher preparation program.

Sincerely,

Ivan Dahl  
Program Coordinator  
Center for Teaching and Learning

John A. Eiden  
Doctoral Student  
Center for Teaching and Learning

BACKGROUND INFORMATION - SENIORS  
MAJORING IN ELEMENTARY EDUCATION

Name \_\_\_\_\_

1. Sex
  - a. Male \_\_\_\_\_
  - b. Female \_\_\_\_\_
2. What is your age? \_\_\_\_\_
3. In what state were you born? \_\_\_\_\_
4. What was the size of the community in which you grew up?
  - \_\_\_\_\_ a. Farm
  - \_\_\_\_\_ b. Less than 499
  - \_\_\_\_\_ c. 500 - 2,499
  - \_\_\_\_\_ d. 2,500 - 4,999
  - \_\_\_\_\_ e. 5,000 - 9,999
  - \_\_\_\_\_ f. 10,000 or more
5. How many years, in total, have you lived in North Dakota?
  - \_\_\_\_\_ a. Less than one year
  - \_\_\_\_\_ b. 1 - 2 years
  - \_\_\_\_\_ c. 3 - 4 years
  - \_\_\_\_\_ d. 5 - 6 years
  - \_\_\_\_\_ e. 7 - 10 years
  - \_\_\_\_\_ f. 11 - 15 years
  - \_\_\_\_\_ g. 16 - 20 years
  - \_\_\_\_\_ h. 21 - 25 years
  - \_\_\_\_\_ i. 25 - or more years
6. What was your father's occupation when you were in high school?  
\_\_\_\_\_
7. How much education did your father have (to the best of your knowledge)?
  - \_\_\_\_\_ a. No school
  - \_\_\_\_\_ b. Grades 1 - 4
  - \_\_\_\_\_ c. Grades 5 - 8
  - \_\_\_\_\_ d. Grades 9 - 11
  - \_\_\_\_\_ e. High School
  - \_\_\_\_\_ f. 1 - 3 years of college or technical school
  - \_\_\_\_\_ g. Completed college
  - \_\_\_\_\_ h. More than 4 years college
  - \_\_\_\_\_ i. Other (Please Specify)



8. How much education did your mother have (to the best of your knowledge)?

- ☐ a. No school
- ☐ b. Grades 1 - 4
- ☐ c. Grades 5 - 8
- ☐ d. Grades 9 - 11
- ☐ e. High School
- ☐ f. 1 - 3 years of college or technical school
- ☐ g. Completed college
- ☐ h. More than 4 years of college
- ☐ i. Other (Please Specify) \_\_\_\_\_

9. Were you previously enrolled in:

- ☐ a. University of North Dakota's New School
- ☐ b. University of North Dakota's College of Education
- ☐ c. Other (Please Specify) \_\_\_\_\_

10. Do you hope to:

- ☐ a. teach in North Dakota?
- ☐ b. teach in the upper midwestern states?
- ☐ c. teach in an area other than the above?
- ☐ d. Don't know

11. Do you hope to:

- ☐ a. teach in public schools?
- ☐ b. teach in private schools with religious affiliation?
- ☐ c. teach in other private schools?
- ☐ d. Don't know

12. Do you hope to:

- ☐ a. teach in a "conventional" classroom?
- ☐ b. teach in an "open classroom?"
- ☐ c. teach in a "free school" classroom?
- ☐ d. Don't know

13. Do you plan to graduate in:

- ☐ a. December, 1972
- ☐ b. May, 1973
- ☐ c. Other (Please Specify) \_\_\_\_\_

APPENDIX B  
THE SPRING QUESTIONNAIRE



March, 1973

Dear Senior Students Majoring in Elementary Education:

As you recall, last fall you volunteered to participate in an evaluation study dealing with the Center for Teaching and Learning's teacher preparation program. This study, being conducted by a doctoral student in the C.T.L., is an attempt to identify the variety of learning experiences individual students encounter and the effects of these experiences upon their personal orientation.

The accompanying questionnaire and the Personal Orientation Inventory (P.O.I.) represent the final exercise requested of you relating to this study.

Once again we want to assure you that all information will be handled in a strictly confidential manner. Individuals will not be identified in the study. You are requested to identify yourself by name for two basic purposes: to match fall data (1972) with spring data (1973) and secondly, to facilitate your obtaining feedback about your personal results should you want it. If you decide that you would like a personal interpretation of your results, please feel free to contact the researcher, John A. Eiden, at 304 Larimore Hall.

We wish to express our appreciation to you for your cooperation in this evaluative effort. Hopefully, it will contribute toward making the C.T.L. an even more relevant and important environment for learning.

Sincerely,

Ivan Dahl  
Program Coordinator  
C.T.L.

John A. Eiden  
Doctoral Student  
C.T.L.

## INTRODUCTION TO THE QUESTIONNAIRE

This questionnaire, by its weight, seems lengthly and ominous I'm sure. However, much of the bulk is composed of material (aids and explanations) intended to help simplify your answering a surprisingly few number of questions.

The questions asked could prove highly important relative to the success of this evaluative effort and in terms of making positive change in teacher preparation programs.

Please complete this questionnaire with an air of patience for some of the questions asked are difficult to phrase, while others will require honest, reflective thought on your part.

Finally, carefully read and use the material (directions, descriptions, aids, etc.) provided, for this will help you answer the items on this questionnaire.

REMEMBER-ALL INFORMATION WILL BE HELD IN STRICT CONFIDENCE



Name \_\_\_\_\_ (used for study purposes only-  
strictly confidential)

1.) Are you taking a double major?

\_\_\_\_\_ yes  
\_\_\_\_\_ no

1.a.) If "yes," what area in addition to Elementary Education?

\_\_\_\_\_ Art  
\_\_\_\_\_ Early Childhood  
\_\_\_\_\_ Library Science  
\_\_\_\_\_ Music  
\_\_\_\_\_ Physical Education  
\_\_\_\_\_ Special Education  
\_\_\_\_\_ Speech Pathology  
\_\_\_\_\_ and Audiology  
\_\_\_\_\_ Theater  
\_\_\_\_\_ other

2.) Do you already have a bachelor's degree?

\_\_\_\_\_ yes  
\_\_\_\_\_ no

2.a.) If "yes," indicate major field: \_\_\_\_\_

3.) Have you had teaching experience previous to this school year?

\_\_\_\_\_ yes  
\_\_\_\_\_ no

3.a.) If "yes," indicate years of experience: \_\_\_\_\_

4.) Do you feel that the Center for Teaching and Learning is identified with a particular approach to teacher training and education in general?

\_\_\_\_\_ yes  
\_\_\_\_\_ no

4.a.) If "yes," please identify this approach by checking the appropriate phrase:

\_\_\_\_\_ "open" classroom  
\_\_\_\_\_ "free school" classroom  
\_\_\_\_\_ "conventional" classroom  
\_\_\_\_\_ other (specify)

4.b.) Are you generally in agreement with this approach?

\_\_\_\_\_ yes  
\_\_\_\_\_ no

Are you satisfied with your year's work in the Center  
for Learning and Learning?

- ☐ Quite satisfied  
☐ Satisfied  
☐ Dissatisfied  
☐ Quite Dissatisfied

6.) Do you hope to:

- ☐ Teach in a "conventional" classroom?  
☐ Teach in a "free school" classroom?  
☐ Teach in an "open" classroom?  
☐ Don't know

7.) This question attempts to identify how many different learning experiences you had during the year that brought you in contact with children.

In the appropriate spaces below, enter the number that best represents the number of learning experiences that put you in contact with children.

- ☐ Student Teaching (number of different stations)  
☐ Field Experience (number of different classrooms and/or situations)  
☐ Observations (number of different classrooms or schools)  
☐ Cluster Activities (number of different learning activities, i.e. classes, courses, and seminars which brought you into contact with children)  
☐ Other (specify)  
☐ Total



## PLEASE READ

Following are directions for filling in the appropriate information on the last page of this questionnaire (green sheet). The instructions are given column by column to avoid confusion. Therefore it will prove easier if you complete the green sheet column by column also. Read the directions for column A then turn to the green sheet and complete column A. Then turn to the directions for column B, then complete column B, etc. Remember to follow the directions closely!

If you wish to make comments on any of your responses, please do so on the back of the green sheet.

## COLUMN A - INSTRUCTIONS

Column A (see green sheet following) asks you to compile the credit hours you have registered for during the year (fall, 1972 and spring, 1973).

Being as accurate as possible, put the total number of credit hours you have registered for in the two semesters in the blank (column A) which corresponds with the Learning Activity Category (Human Relations Cluster, Field Experience, et al.)

## Special Problems:

- \_\_\_ CTL 450, Methods and Materials in Elementary Music and CTL 460, Methods and Materials in Elementary Art, should be included in Independent Study (green sheet).
- \_\_\_ CTL 451.01 and CTL 451.02, Contemporary Issues in Education, should be included in Independent Study (green sheet).
- \_\_\_ CTL 427.01, Workshop in Education, should be included in Independent Study (green sheet).
- \_\_\_ Early Childhood, Special Education and Library Science course work should be included in Other Course Work in CTL (green sheet).
- \_\_\_ All other course work, etc. not categorized on the green sheet should be included in Course Work Outside CTL (green sheet).

## COLUMN B - INSTRUCTIONS

Column B (see green sheet following) asks you to reflect back over your years work (fall, 1972 and spring, 1973) and estimate the percent (%) of your learning experiences which were "self-directed" and "other-directed" in nature. Self + Other = 100%

When estimating the percent (%) of work which was "self-directed" and "other-directed" for each Learning Activity Category (field experience, Human Relations Cluster, et al.), you are asked to make judgements relative to the given definitions of "Self-Directed Learning Experience" and "Other-Directed Learning Experience" which follow:

\*Self Directed Learning Experience

(For the purposes of this questionnaire, "Self-Directed Learning Experience" is defined solely under the following circumstances).

- 1) Any learning experience which is initially selected by the learner, and in which input from others (advisor, classroom teacher, supervising teacher, etc.) is supportive in nature and serves to facilitate the learning experience as directed by the individual.
- 2) Any learning experience which is initiated or suggested by others (advisor, classroom teacher, supervising teacher, etc.), but the learner primarily directs his or her learning. In this second type of learning experience, the learner must have available the opportunity to accept or reject the suggested direction for the learning experience.



\*Other-Directed Learning Experience

(For the purposes of this questionnaire, "Other-Directed Learning Experience" is defined solely under the following circumstances).

- 1) Any learning experience which the learner feels is primarily selected and directed by someone (advisor, classroom teacher, supervising teacher, etc.) other than himself or herself. Input from others tends to establish primary direction rather than simply to support or facilitate the learners chosen direction for the learning experience.

COLUMN C - INSTRUCTIONS

Column C (see green sheet following) asks you to compile the amount of contact you have had with children during the year (fall, 1972 and spring, 1973).

For each Learning Activity Category (Human Relations Cluster, Field Experience, et al.) which provided you an opportunity to come in contact with children, you are asked to:

- a) Estimate the average number of child contact hours per week.
- b) Indicate the total number of weeks each activity with children lasted.

For purposes of this questionnaire, the typical school day will equal six (6) hours.

COLUMN D - INSTRUCTIONS

Column D (see green sheet following) asks you to identify your reason for selecting involvement in a) Field Experience, and b) Independent Studies.

You are asked to check the one statement that best describes your reason for becoming involved in each of the two Learning Activity Categories, Field Experience and Independent Study.

COLUMN E - INSTRUCTIONS

Column E (see green sheet following) asks you to indicate your general degree of personal satisfaction with each Learning Activity Category. You are asked to check the one statement that best describes your personal degree of satisfaction with the Learning Activity Categories you participated in during the year.

LEARNING ACTIVITY CATEGORIES	COLUMN A	COLUMN B		COLUMN C		COLUMN D	COLUMN E			
	Total credit hours	Percent of work that was "self" directed and percent of work that was "other" directed relative to given definitions (nearest 5%)		Contact hours with children		Reasons for choosing Field Experience and Independent Study (Check best choice)	General degree of satisfaction with each category enrolled in. Check appropriate statement.			
	Fall- Spring	"self"	"other"	Average hours per week	Total number of weeks		Highly Satis.	Satis.	Unsatis.	Highly Unsatis.
Human Relations										
Communica- tions										
Math- Science										
Creative Arts										
Center Seminar										
Other course work in CTL										
Field Experience						<input type="checkbox"/> wanted to work with children <input type="checkbox"/> wanted experience outside classroom <input type="checkbox"/> required by advisor or degree requirement <input type="checkbox"/> other (Specify)				
Independent Study (contemp. Issues, work- shops, etc. Included)						<input type="checkbox"/> wanted to work with children <input type="checkbox"/> wanted experience outside classroom setting <input type="checkbox"/> required by advisor or degree requirement <input type="checkbox"/> other (Specify)				
(Elem.)										
Student Teaching										
(Other)										
Course work outside CTL										



APPENDIX C

A DESCRIPTION OF THE CENTER FOR TEACHING AND  
LEARNING'S ELEMENTARY EDUCATION PROGRAM

## THE CENTER FOR TEACHING &amp; LEARNING

July 1, 1972, marks the close of one era at the University of North Dakota and the start of another.

On that date UND's College of Education and the New School of Behavioral Studies in Education will cease to exist as colleges within the University to make way for a new teacher training institution, the Center for Teaching and Learning.

Broadly based in composition and scope, the Center will be committed to the development of a variety of learning environments and opportunities for students. Dr. Vito Perrone, currently dean of the New School, will become the Center's first dean.

A lot of history predates the Center. The College of Education can be traced to the Normal Department established at UND's founding in 1883. The New School, of course, was much more recently established, having been founded in 1968 as an experimental college component of the University.

To introduce the Center to its readers, Insights this month provides various articles outlining the philosophical and operational framework of the new program. It should be added that the Center's programs are only beginning to be developed and revisions are likely. In fact, the Center is being designed to facilitate on-going changes.

One more thing. Insights will continue to be published within the Center. The next issue will appear in September.

Have a good summer.

\*\*\*\*

## INTRODUCTION

## THE CENTER FOR TEACHING AND LEARNING - UNIVERSITY OF NORTH DAKOTA

The Center for Teaching and Learning is a newly created entity within the University, replacing both the College of Education and the New School of Behavioral Studies in Education. The Center draws together the faculties of the New School and the departments of education and library science (which originally were part of the College of Education) and enlists broad participation of faculty from other colleges in the University who contribute to the training of teachers.

The Center offers degree programs at the undergraduate level in the preparation of elementary and secondary school teachers with various specializations possible. At the graduate level, preparation programs will exist for teachers, administrators and other specialized education personnel who will be associated with local school districts



and institutions of higher learning. Various programs which originally existed in the New School and College of Education, such as Teachers Corps, Career Opportunities, Trainers of Teacher Trainers, and Project Follow Through, continue in the Center.

The Center is committed to the development of a strong educational program that provides a variety of learning environments and educational opportunities for the personal and professional growth of students.

In its approach to instruction at the University level, the Center strives to become a model of the kind of educational environment it is promoting in the elementary and secondary schools. Students are encouraged to assume greater initiative and independence in their own learning with the Center providing options for individualization, independent study, colloquia, and seminars.

The Center will also provide first-hand on-going contacts with children and youth in a variety of settings designed to help students fuse their academic background, knowledge of child and adolescent growth and development, and educational and learning theory. It is in these experiences that students place in perspective their assumptions about children or youth, the nature of learning, the process of education, and the role of the teacher.

The organization and philosophic orientation of the Center seeks to integrate the many University academic disciplines and the community within the Center. Programs, standards, and practices are the responsibility of a number of broadly based committees with representation from students, a wide variety of University departments, State Department of Public Instruction, elementary and secondary school teachers and administrators from the field, and the public. The Center is designed to remove the artificial barriers that have traditionally separated professional education from the other University academic areas and other community constituents.

The Center for Teaching and Learning also functions as a service institution for elementary and secondary schools, colleges, and communities in the Upper Midwest. The Center is particularly committed to the parents who are concerned about getting the best possible education for their children, to the Indian communities in their efforts to improve education, and to teachers and administrators in the field concerned with their personal and professional learning.

The Bachelor's, Master's, and Doctoral degree programs in the Center are accredited by the National Council for the Accreditation of Teacher Education and the North Central Association of Colleges and Secondary Schools.

Descriptions of the elementary, secondary, and library science programs follow.

\*\*\*\*

## ELEMENTARY

The following description of the elementary education program within the Center for Teaching and Learning is based on these assumptions:

1. Development of a strong educational program by providing a variety of learning environments and educational opportunities for the personal and professional growth of students.
2. Individualization, a primary function of the Center, will contribute to the description and interpretation of a unique human being through its goals, design, organization, use of personnel, management, and content selection.
3. Progressive transformation of student growth through rational, constructive, and self-directed educational experiences.
4. Provision of first-hand on-going contacts with children and youth in a variety of settings designed to help students fuse their academic background, knowledge of child growth and development, and learning theory into teaching strategies best suited to their particular talents and interests.
5. A strong advising program for all students in teacher education.
6. Provision for options for students in teacher education.
7. Establishment of University-wide cooperative arrangements for the preparation of teachers.
8. Integration of campus-wide components of teacher education with the communities to be served by the Center into a single, self-governed effort.
9. A program which would facilitate and nurture experimental education.
10. Removal of artificial barriers between elementary education, secondary education, the education of school service personnel, and related areas in the arts and sciences.

## STRUCTURE OF THE PROGRAM

The program consists of three main parts: Center Seminar(s), Cluster Areas, and Field Experiences.

Each student entering the Center for purposes of a degree and teacher certification shall complete a minimum of one year (32 hours), preferably two years (64 hours). Students will normally enroll in a 16 credit hour block in the Center each semester with provision for coursework outside the Center being facilitated by reducing the 16 hours in the Center.



The main emphasis of the Center in its developmental year will occur during the students' junior and senior years with some pre-professional experiences, such as a field experience and a pre-professional seminar, being developed during the sophomore year. It is expected that the Center will develop into a three year program as resources become available. Advisement will be available in the Center as early as the freshman year for students who wish to participate.

Center students will be expected to participate in and gain particular competencies in the following areas: Communications, Creative Expression, Math-Science, and Human Relations. The particular competencies expected by each student will be developed by each Cluster Area and will be open to continued dialogue and redefinition. When the student enters the Center as a junior, he will begin participation in one of the Center seminars. The student will participate in a Center Seminar each semester until he is graduated. From the focal point of the Center Seminar, students will participate in the various Cluster Areas as well as Field Experiences.

#### 1. Pre-Professional Foundations Seminar

Generally, each student will participate in a pre-professional experience at the sophomore level prior to participation in the professional Cluster Areas and the Center Seminar. The pre-professional experience will encompass an overview of education, interaction with children in learning situations, psychology of learning and child and adolescent development. In addition to providing for the integration of these early professional experiences, the pre-professional experience will provide for career advisement and personal counseling and in addition will assist the student in the exploration and understanding of self. Students will receive eight credits for this integrated experience.

#### 2. Center Seminar(s)

At the center of the professional program is provision for continuous exploration and discovery of personal meaning. This is provided through small group seminars under the leadership of an instructor or team of instructors who serve as advisors of seminar students while they are part of the professional program. Each seminar will be composed of two or more faculty with their advisees. Each advisor should have no more than fifteen to twenty students or the best student-faculty ratio the program can afford. Each student begins participation in a seminar when he enters the program and keeps his identification with that seminar throughout the professional program. Formal meetings of the seminar would be two hours a week for the entire period of the student's professional education. These hours are, of course, quite flexible and should reflect the needs of the students in each Center Seminar.

The purpose of the seminar would be to provide a group small enough for students to have adequate opportunities for discussion and stable enough for the development of a sense of identity and community.



Every attempt will be made to create an atmosphere of interest and concern for students and continuous involvement in personal and professional matters. Here the student has the opportunity to discuss, experiment, explore ideas, techniques, concepts, identify and clarify personal and professional needs, and to integrate his learning experiences.

The Center Seminar serves many important functions. It is the place where the student's education experience becomes personal and humanistic through interaction with a faculty member who is obviously committed to him and through interaction with his fellow students. It is also the place where, through discussion and exploration, the student discovers the personal meaning of the various aspects of his program and begins to realize the meaning of his entire educational experience.

The Center Seminar provides a personal counseling and guidance which is an integral part of learning. Here students identify needs, personal concerns, seek out the appropriate educational and learning experience, and finally, return to the seminar where the seminar group assists in the integration of learning and the integration of experience with the identification of future needs and problems which facilitate individual growth.

### 3. Cluster Areas

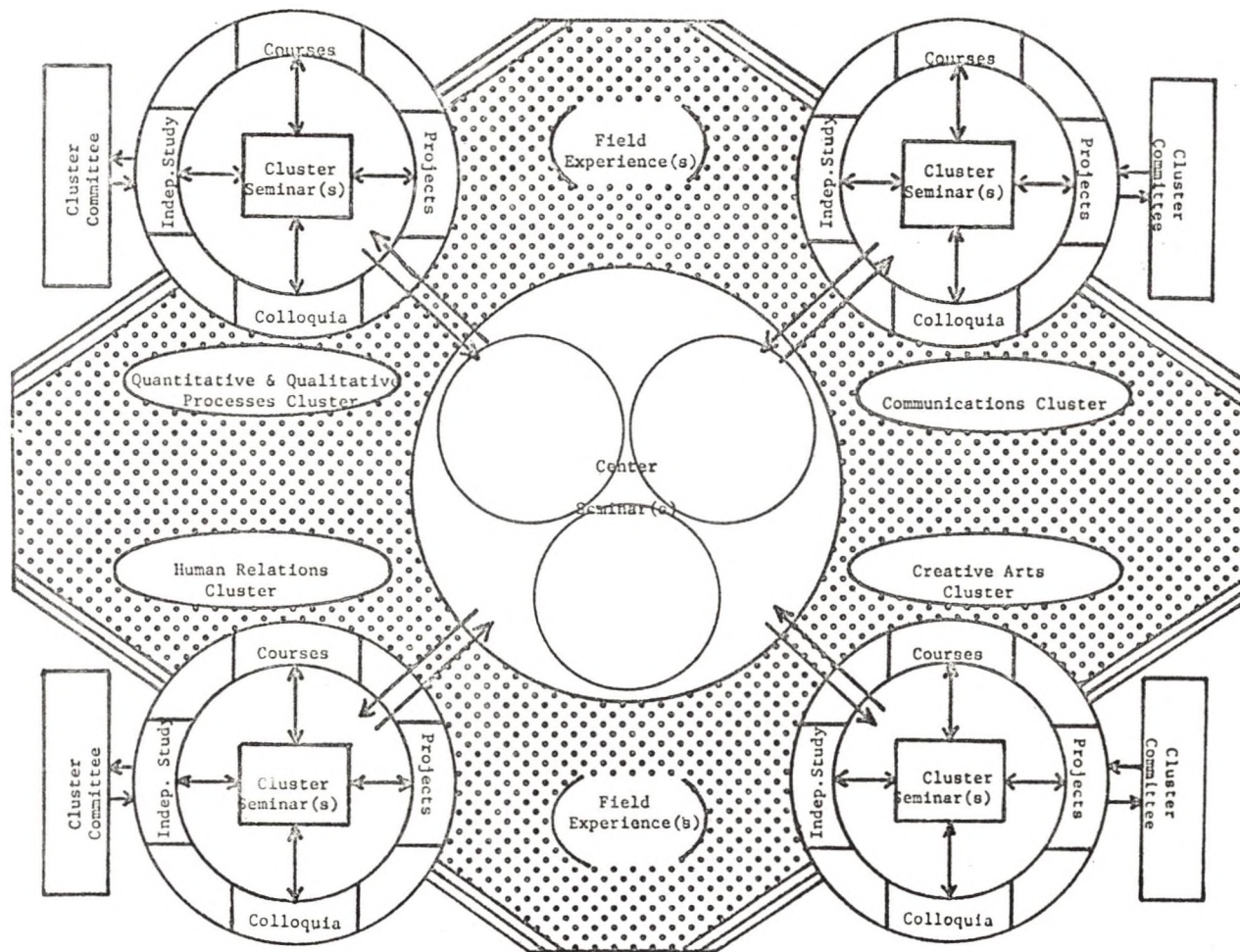
As an alternative to separate departments and courses which tend to focus on relatively narrow issues, the Center will organize its basic learning activities through four major Cluster Areas: Human Relations, Communication, Math-Science, and Creative Expression. Each Cluster Area will be comprised of a Cluster Committee and Cluster Area Seminars.

Each student will be expected to participate in an intensive involvement within each of the four Cluster Areas during his stay in the Center. Definition of what will constitute an intensive involvement will be individually determined by a student, his advisor, and faculty of the particular Cluster Area. Generally, a student will devote an eight-hour equivalent to an area in one semester.

The Cluster Committee membership will include: 1. participating Cluster faculty members, 2. Cluster student representatives, 3. invited faculty specialists, 4. invited community representatives, 5. invited practicing teachers. Membership of the Cluster Committee will change somewhat each semester as participants in the Cluster Area change.

Each Cluster Committee can organize itself in a variety of ways. Cluster Committee meetings will be held on a regularly scheduled basis. Additional meetings will be held at the request of the Chairman or of the Committee members.





### Cluster Area Seminars

Five or six Cluster Area Seminars will operate simultaneously within each of the major Cluster Areas. The Cluster Area Seminars will provide settings in which students, interacting with their Cluster Seminar leaders, will establish personal goals that lead to the development of those competencies identified by the Cluster Committee.

Students will elect to enroll in a Cluster Area Seminar of their choice at the beginning of a semester. Cluster Area Seminars should not exceed 20 students.

The Cluster Area Seminar leader will coordinate and publicize courses, seminars, colloquia, and mini-courses within and outside of the Center so that students are aware of their availability. In addition, the area leader will guide independent study and projects or help students find other resource people who can better provide such services if he is unable to do so himself.

Emphasis in the Center will be on the learner assuming responsibility for his own learning.

### Cluster Committees

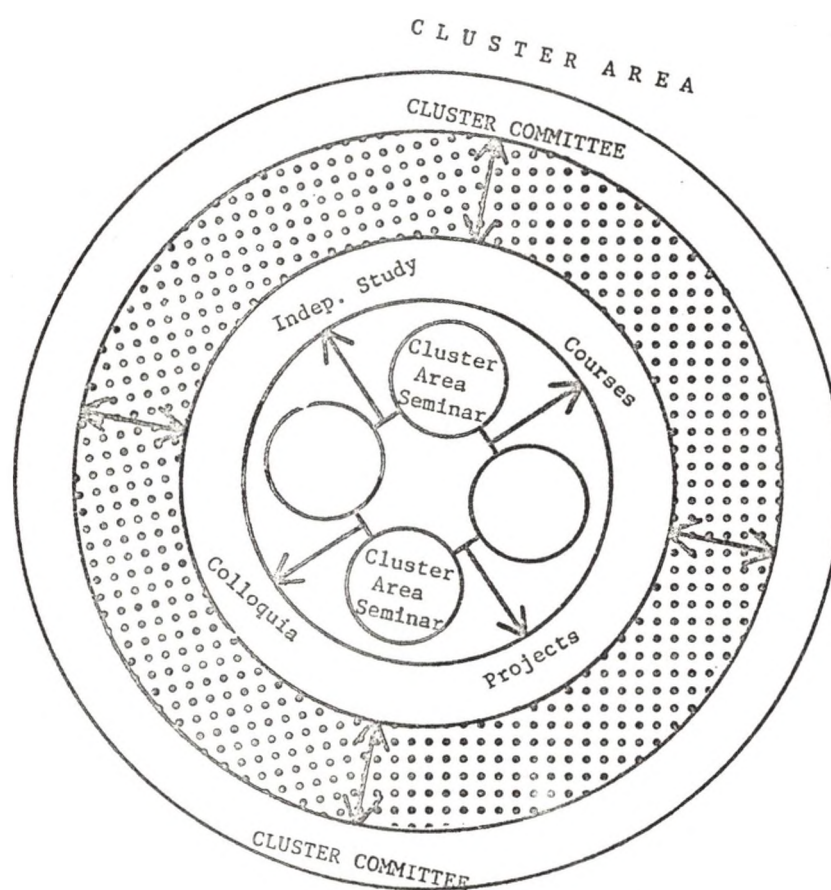
Four Cluster Committees, each representing a Cluster Area, will be formed initially. New Cluster Committees will be organized if and when new Cluster Areas are formed. The purpose of the Cluster Committee will be to:

1. provide an open forum for discussion of issues.
2. serve as a decision making group for the Cluster Area.
3. identify competencies for the Cluster Area.
4. suggest a variety of evaluative techniques to be employed in the Cluster Areas.
5. provide for continuous review of the goals of the Cluster Area.
6. provide for Intra-Cluster learning experiences.
7. coordinate learning experiences in and between Cluster Area Seminars.

### 4. Field Experiences

Field experience is an integral part of the preparation program in the Center and is tied directly to the student's on-going experience in the Center Seminars and the four Cluster Areas.





Students are encouraged to become engaged in some aspect of field experience soon after entering the program. The student and his advisor will plan field experiences from among the following types of experiences:

1. Classroom observation.
2. Tutoring and working with small groups of children.
3. Teacher Associate Experiences - at this level the student would be ready to accept more responsibility for the planning and execution of a variety of learning experiences for children in an elementary school classroom.
4. Extended field experiences - at this level the student would work in a classroom fulltime for an extended period of time assuming more responsibility for planning the total experience within the classroom.
5. Community experiences other than school classrooms.

##### 5. Combined Programs

Students who enroll in the Center may pursue, in addition to general elementary certification, programs leading toward dual certification in the following areas: (1) Music, (2) Physical Education, (3) Early Childhood Education, (4) Speech Pathology and Audiology, (5) Library Science, (6) Special Education, and (7) other specialty areas which will be developed with the cooperation of the involved departments as the need and interests are identified. Generally, students will gain special competencies in one of the above areas by enrolling in a Center Seminar which is directed by a faculty member whose specialty is in that area. These competencies will be in addition to those acquired in the regular elementary education program and will be identified by those faculty members who are specialists in that area. Combined programs may be developed in the following ways: (1) extensive involvement in a cluster area related to the specialty, (2) participation in all cluster areas with an emphasis on specialty related experiences, (3) extensive participation in an expansion of a Center Seminar which emphasizes the specialty, and (4) courses and other experiences outside of the Center.

#### COMMUNITY INVOLVEMENT IN THE CENTER FOR TEACHING AND LEARNING

Active community involvement in the Center for Teaching and Learning is essential if the Center is to prepare effective teachers. It is also essential that the present isolation of teacher education programs from the communities they serve be overcome at every level of operation affecting elementary education.

Within the general community served by the Center the following groups are particularly significant and have special competencies that need to be utilized in the preparation of teachers: parents, classroom teachers, school administrators, business and professional people, public officials, and the staff of the State Department of Public Instruction.



The Center, especially as it focuses on elementary education, should seek this cooperation, but it, should not be limited to what has traditionally been called "field work" or "practice teaching." Such a restriction of the talents of the community would only continue the tradition of isolation of the university from the public.

Members of the community must work at every level of the teacher preparation program and they must work along with the academic staff at every level. Both the extent of community involvement and its integration with the total program are necessary. First, the community must be brought into the on-campus program in Center governance, in Center Seminars, in cluster committees, and in the courses, projects, colloquia, and classes of each cluster. Secondly, community people must then interact with campus staff and students and not be isolated to clinical matters. The goal that is to be sought is twofold: (1) Teacher education is to become more relevant to the needs of the community and (2) The Community is to become more critical of its own educational program through contact with academic scholarship.

The Center should investigate ways of encouraging and implementing involvement from various community groups.

#### ELEMENTARY EDUCATION COURSE DESCRIPTIONS

##### PLEASE NOTE:

Students completing a program in Elementary Education within the Center for Teaching and Learning will be required to enroll in CTL 301 - Center Seminar each semester they are enrolled in the Center as well as fulfill an eight credit requirement in each of the four cluster areas (410 - Communication, 420 - Creative Expression, 430 - Human Relations, 440 - Math/Science) as part of their certification requirements. Each student will, additionally, be required to register for four credits in field experiences/student teaching with an eight hour minimum recommended.

While students will be required to fulfill a requirement in each of the four cluster areas, enough credits will be available to allow students to develop a major emphasis within one of the cluster areas. The elementary program will be implemented beginning the 1972 fall semester.

CTL 301 - CENTER SEMINAR. Small group seminars under the leadership of an instructor or team of instructors who serve as advisors for seminar students. Initial enrollment begins with participation in the Center for Teaching and Learning and continues each semester throughout the completion of the professional program. Students have the opportunity to discuss, experiment, explore ideas, techniques, and concepts related to teacher preparation, identify and clarify personal and professional needs, and to integrate their learning experiences. 1-8 cr. each semester.

CTL 410 - COMMUNICATION. An ongoing inquiry into the objective, methods and materials of communication with special emphasis upon those



approaches involved in effectively developing the skills of reading, writing, speaking, and listening. Special emphasis given to language development. 1-16 cr. (May be repeated).

CTL 420 - CREATIVE EXPRESSION. An ongoing inquiry into the objectives, methods and materials of the creative arts with special focus upon those strategies for effectively developing skills of creative expression. Major consideration is given to creative expression in literature, philosophy, drama, music and art. Students will actively participate in the arts and will participate in coordinated field experiences with elementary school children. (Lecture and discussion and various practicum). 1-16 cr. (May be repeated).

CTL 430 - HUMAN RELATIONS. A broad examination of human responses to the environment, one's relationships to others, and one's understanding of oneself. 1-16 cr. (May be repeated).

CTL 440 - MATH/SCIENCE. An examination of the recent curriculum developments in elementary school science and mathematics with a special emphasis placed on these as alternatives to current practice. Attention is focused on various teaching strategies used in developing children's abilities to reason, inquire and discover. This Cluster would also be linked with those sections of science and mathematics courses designed for elementary education majors. 1-16 cr. (May be repeated).

#### FIELD EXPERIENCE, ALTERNATIVE

CTL 486 - FIELD EXPERIENCES. Provides students with the opportunity to apply what they are learning in various aspects of the program to actual teaching/learning situations. Also provides an opportunity for students to relate on a personal and professional level with children and classroom teachers. Field experiences include such possibilities as supervised apprenticeships, internships, or tutorial opportunities outside as well as inside the University setting. The nature of the field experiences will be determined by advisement and department. Enrollment may be repeated to a maximum of 16 hours. (486.01, Elementary; 486.02, Secondary; 486.03, Special Education).

CTL 487 - FIELD EXPERIENCES/STUDENT TEACHING. A full-time classroom teaching experience where the student works as a colleague with one or more teachers in a team-teaching or self-contained classroom situation. The length and time of classroom experiences will be determined by advisement or department. Enrollment may be repeated to a maximum of 16 credits. Minimum of 4 credits required and 8 recommended. (487.01, Elementary; 487.02, Secondary; 487.03, Special Education).

A maximum of 20 credit hours in a combination of 486 and 487 may be applied toward a degree.



Requirements for Graduation

Students who complete undergraduate programs in the Center for Teaching and Learning will be awarded the Bachelor of Science in Education degree and full teacher certification.

The Bachelor's Degree and teacher certification will be granted after successful completion of: (a) 125 credits, (b) University degree requirements, (c) various Center program requirements, and (d) significant field experiences. Students are expected to demonstrate an ability to work effectively and sensitively with elementary and secondary school students and to possess a broadly based liberal education.

APPENDIX D  
THE TELEPHONE INSTRUCTIONS USED FOR THE  
INITIAL CONTACT WITH SUBJECTS



TELEPHONE INSTRUCTIONS

Hello \_\_\_\_\_, my name is \_\_\_\_\_ and I'm calling in reference to a research project being conducted under the direction of Dr. Ivan Dahl, Program Coordinator of the Center for Teaching and Learning.

(Pause for response)

We hope you will participate in this study. It will be used to help evaluate the effects of the Center's teacher preparation program.

(Pause)

Access to your personal results will be available also. Hopefully, this will make the study more relevant to you.

(Pause)

Your participation will require approximately 45 minutes fall and spring semesters.

(Pause)

Two meeting times have been scheduled in the U Center Lecture Bowl. You may pick the time most convenient for your schedule:

Friday, Sept. 15 at 8:00 A.M. (morning)

Monday, Sept. 18 at 4:00 P.M. (afternoon)

Which of these meetings will you be able to attend?

(If can't attend either, schedule individual session)

Thank you very much. If you have any further questions or problems contact John Eiden, 777-2861 or 775-4834 evenings.

APPENDIX E

CORRESPONDENCE WITH DR. ARTHUR COMBS



Dr. Arthur W. Combs  
College of Education  
University of Florida  
Gainesville, Florida

Dear Dr. Combs,

I am presently enrolled in the University of North Dakota's Center for Teaching and Learning (formerly the New School) working toward a doctorate in Teacher Education/Elementary Ed. Your writing, including The Professional Education of Teachers, have provided the major thrust in directing my plans for dissertation.

The undergraduate program here at the Center is designed to provide many alternative learning experiences for future teachers. Hopefully these alternatives will allow students to better understand themselves as learners before entering classrooms as certified teachers. In short, the teacher preparation program is attempting to provide a learning environment which will enhance the self-actualization process.

My research project is an attempt to study the effects of these alternative learning experiences upon the self-actualization process of pre-service elementary majors. The nature of field experiences, as well as the number of self-initiated, independent learning activities and teacher directed learning activities is the focus of this study. The duration of the study is two semesters and N=90. The primary measure being used is the Personal Orientation Inventory (POI). Personally, I have limited faith in paper and pencil measures of personality, but the time factor eliminated use of my first choice--the participant-observer technique. All is not lost, however, for the study continues to lead me in a fascinating direction of learning.

With this sketchy explanation of my project before you, I now ask if you could possibly assist in directing me toward relevant sources of related information which would support my study. Any type of input from your direction would be much appreciated, i.e., criticism, support, potential dangers, as well as reference sources.

I hope my asking your assistance is not an imposition.  
Thank you for your time and effort.

Sincerely,

John A. Eiden

January 25, 1973

Mr. John A. Eiden  
The Center for Teaching and Learning  
Corwin Hall  
The University of North Dakota  
Grand Forks, North Dakota 58201

Dear Mr. Eiden:

I have your letter of January 10 inquiring about possible approaches to self actualization in teacher education.

Best sources I can point to at the moment are those I have marked on the enclosed bibliography and the series of dissertations on the supplementary sheet enclosed.

With every good wish for the success of your project.

Sincerely,

Arthur W. Combs  
Professor of Education

AWC:efv  
Enclosures



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## REFERENCES

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